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ABSTRACT

This document consists of all 10 issues of the "AAHE Bulletin" published September 1991 through June 1992 (volume 44). This journal presents articles, panel discussions, interviews, and essays on issues concerning the advancement of higher education. Among the topics and issues discussed are the following: the decline of public confidence in higher education and how to reverse it; producing honest and effective admissions publications; the use of Total Quality Management in higher educational institutions; the issue of teaching versus research, its myths and realities explored; the proceedings and workshops of the 1992 National Conference on Higher Education whose theme was "Reclaiming the Public Trust: Costs, Quality, Commitment"; Harvard's approach to assessing learning, and the controversy surrounding minority scholarships; the problems of state and federal student financial aid and the part-time student; the need for more integration of information resources and technologies into the heart of the liberal arts curriculum; the use of the case method to improve college instruction; college and university public relations' use of strategic communication to heighten expectations in times of tightening budgets and shrinking staff; and a panel discussion on decline of public confidence in higher education and what can be done to reverse the trend. (GLR)

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AMERICAN ASSOCIATION FOR HIGHER EDUCATION

BULLETIN

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SEPTEMBER 1991 VOLUME 44 NUMBER 1

B U L L E T I N

AAHE
AMERICAN ASSOCIATION
FOR HIGHER EDUCATION

1992 NATIONAL CONFERENCE ON HIGHER EDUCATION

Reclaiming the Public Trust —an interview with Kay McClenney and Frank Newman of the Education Commission of the States

Call for Proposals

Half a Life Is Better Than No Life at All: A Better Way to Measure Time to Degree
by C. Anthony Broh

Also:

AAHE News

Bulletin Board
by Ted Marchese

Election Results

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SEPTEMBER/1991 VOLUME 44/NUMBER 1

B U L L E T I N

In this issue:

Welcome back. Hope your summer was productive. Ours has been.

Although the event itself is seven months away, planning has begun in earnest for the 1992 National Conference on Higher Education, next April 5-8 in Chicago. This year's theme is timely: "Reclaiming the Public Trust: Costs, Quality, Commitments." To stimulate your thinking (and ours), we asked Lou Albert to interview two AAHE members in a position to know what policymakers are up to. That interview, with Frank Newman and Kay McClenney, of the Education Commission of the States, begins on the opposite page. It is followed by the conference call for proposals.

This month's second feature is "Half a Life Is Better Than No Life at All." While the questions of How many? How fast? How likely? seem straightforward enough, the answers can be anything but. For administrators chasing — or being chased by — new requirements to provide "completion rates," we offer C. Anthony Broh's practical answer to a sticky statistical problem.

recycled

recyclable

P.S. With this issue the *Bulletin* takes its first wobbly step down the "green" path. The *Bulletin* was always *recyclable* — whether your local community has chosen to recycle matte/coated stocks is a separate question; this month it's also *recycled*. Our choice for the test: an economical paper of 50 percent recycled fibers, one fifth of which is postconsumer waste. What do you think? We'd welcome your feedback. ***—BP***

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Managing Editor: Bry Pollack

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RECLAIMING THE PUBLIC TRUST

an interview with Kay McClenney and Frank Newman, of the Education Commission of the States

by Louis S. Albert

People on campuses have had all too many reminders of the decline in the public's confidence in higher education. The erosion is evident in the kinds of questions asked by legislators, governors, and donors; in the tone of press coverage; and in significant decreases in state support.

What do public policymakers think of higher education? Of all our nation's education associations, the Education Commission of the States (ECS) — an interstate compact working with state leaders — is in the constant best position to know.

Reclaiming the public trust will be a major part of the theme for AAHE's 1992 National Confere..ce. To help AAHE think about that theme, AAHE vice president Lou Albert talked with ECS president Frank Newman and vice president Kay McClenney this summer. —*Eds.*

McClenney

Newman

— All photos courtesy of ECS

ALBERT: Frank and Kay, how do you hear higher education being talked about these days in government and corporate circles? Has our standing eroded? Is the public's trust diminishing?

NEWMAN: When we think about conversation in policy circles about higher education, first we have to remember that it comes at a time of very intense talk about education in general, involving the entire policy community. And by "policy community" I mean more than just the secretary of education — everyone from the White House and Cabinet officers, to the secretary of health and human services, the secretary of energy, the director of the National Science Foundation, and, very importantly, the governors, legislators, and business leaders. And these aren't separate conversations; it's an interlocking group of people.

Second, that conversation's focus is spreading. When it started, it was heavily focused on elementary and secondary education. Now it's spreading, too, into higher education.

What is that conversation about? We hear policymakers talking about two large issues. One of them is the absence of higher education as a player in education reform generally . . . and by "reform" I mean to encompass teacher education, connection to the restructuring of public schools, school/college collaboration, everything.

The other issue is a growing concern about the nature of higher education itself. Is higher education effectively educating the nation's students? Is it aware that the definition of an "educated student" is changing? Does it worry about things like cost?

ALBERT: But in response, I could cite a dozen examples of creative innovations, concern about costs, and so on. So could you.

NEWMAN: One of the difficulties in discussing this subject is that American higher education is fortunately very diverse, and it is of very large scale. So there are a lot of very good things going on. The issue isn't whether there is out there some professor who is doing a wonderful job, or whether anybody in teacher education has deeply engaged tough tasks like the transformation of urban education. Of course there are such people, and we're glad for their work.

No. The issue is: Is higher education *as a whole* doing it? Policymakers look at the whole, at education as a system, and they know there's a big difference between the *best* things that are happening and the *typical* things

that are happening.

McCLENNEY: Let me reinforce what Frank has said. I, too, see an intensity, a growing sense of urgency. That urgency — we hear it in conversations within both the corporate community and the policy community — is often accented by a real sense of frustration and even anger. At ECS, we're concerned about that, because these are not emotions that necessarily lead to good public policy.

I think we are approaching an important fork in the road. Down one path, the frustration could lead to top-down, overly prescriptive public policy few of us would see as constructive. Down the other lies a growing recognition that some of the top-down mandates of the last decade haven't produced the kinds of changes people now think are required, and that what is needed instead are public policies that create an environment, both in K-12 and in higher education, that encourages institutional actions of constructive change. We need policy that offers support and encouragement, that provides incentives for doing some things and, perhaps, sanctions for doing others, that creates an environment in which schools and colleges can do what's needed.

What we do in the next several months or couple of years, I think, will determine which road policymakers will take.

ALBERT: Can you give me examples of unconstructive, top-down policies?

McCLENNEY: Certainly we have a lot of examples in K-12, things like mandated curricula, mandated lesson plans, even prescriptions for the number of minutes devoted to a given topic, for heaven's sake, for teachers in the K-12 system...

NEWMAN: . . . central textbook selection . . .

McCLENNEY: . . . a whole array of restrictions.

NEWMAN: . . . in higher ed, the choice of whether to mandate assessment and spell out exactly, as some states have done, what an institution will assess and how to do it, or whether to create a climate within which institutions work out assessment for themselves. Other examples? Attempts to deal with teaching load by direct mandate, the overregulation of teacher education . . . or laws, which are growing in number, that all people teaching in the classroom must speak English. I think all of us would agree these aren't solutions that make for a useful climate, but they grow out of frustration.

ALBERT: I know that in certain circles higher education is judged ineffective or unresponsive. Yet studies and polls show that the public at large still supports our colleges and universities, and that students are very satisfied with their educations.

NEWMAN: Just a minute . . . it depends on how you ask the question, Lou. Let's look at primary and secondary education. If you ask the public, "How is American education doing?" the answer is, "Terribly." But if you ask, "How is your child's school doing?" the answer is "Oh, it's doing just fine; leave it alone." The public hasn't made the connection yet that for American students to be first in the world in math and science, for example, *their* kid must actually do well in math and science. Instead, their reaction is, "I didn't do well in math and science and I turned out okay, why should my kid have to?"

The same thing shows up in the colleges, in a slightly different way.

ALBERT: Such as?

NEWMAN: If you ask students, "How do you like your university?", you generally get a good response. Students like going to college, as a general rule. But if you ask, "How do you feel about your interaction with the faculty? How have your classes gone? Did you get the classes you needed at registration? Are classes reasonable in size? Do you think you are getting a valuable learning experience in them?", then you get very different, often negative answers.

So students like their university, but there is a significant part of it they don't like. Unfortunately, that negative part turns out to be the heart of what they are sup-

The National Education Goals

That by the year 2000

Goal 1: All children in America will start school ready to learn.

Goal 2: The high school graduation rate will increase to at least 90 percent.

Goal 3: American students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

Goal 4: U.S. students will be first in the world in science and mathematics achievement.

Goal 5: Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Goal 6: Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

"It may well be that education is, in fact, meeting the traditional, current expectations of the institutions, of students, of parents. But what we should be talking about is the need for much *higher* expectations."

posed to be going there for.

McCLENNEY: Lou, what we need to do is change our whole set of expectations about what happens for students both in K-12 and in higher education. It may well be that education is, in fact, meeting the traditional, current expectations of the institutions, of students, of parents. But what we should be talking about is the need for much *higher* expectations for undergraduate teaching and, most importantly, for student learning.

I would submit that while American higher education has been good at a whole array of things, what we have not valued across the system is high achievement for all students. Instead we have become a very good sorting instrument. We base most of what we do — in the universities, particularly — on fierce competition for limited slots across the system: for limited slots in the freshman class of prestigious universities, for limited slots on the faculty of the most desirable institutions, for limited slots on the athletic teams.

What we haven't valued enough is setting and insisting on high achievement by *all* the students who come through our doors. We might be meeting the expectations of a traditional version of higher education, but we need a different version for the future.

NEWMAN: One more thing about polls. If we ask students, "Has your college education challenged your sense of self? Has it prompted in you a new sense of creativity? Has it given you the capacity to take risks and really move out in whole new areas?", they're apt to answer yes to some of these, but they've gained these insights extracurricularly.

McCLENNEY: That was illustrated in the assessment work of one major American university that has quite a reputation for quality undergraduate education. Through a longitudinal study of the experience of undergraduates, one of the things they learned was that after the first year on that campus, students could not point to a single significant intellectual experience. They could, however, point to important learning that happened primarily outside the classroom.

NEWMAN: Lou, I want to add two caveats to both what I said and what Kay said. First, institutions obviously differ by type; small liberal arts colleges probably come closest to meeting the expectations for the close interaction between student and faculty that is so important.

Second, when we ask students, "How do you like your institution?", we forget that they are already the product of thirteen years of socialization. Everybody agrees what's wrong with elementary and secondary education: (a) it's boring, (b) it's passive, and (c) its expectations are low. Now you come along to college and it's more or less the same way — and students over and over again say that college, to their surprise and dismay, is very much like high school. Higher education is meeting the expectations those students have been socialized to. But boredom, passivity, and low expectations, as Kay points out, are not what the 1990s require, let alone what will be required in the next century.

ALBERT: Let me shift the conversation, if I can, for a couple of minutes. Last month at AAHE's Assessment Conference and later at the National Conference on School/College Collaboration we cosponsored with the College Board, and last week at your own ECS conference, conversations about national goals for education and national testing were high on the agenda. As you look at these goals, only a subsection of goal 5 deals with higher education directly. (See box.) Why should higher education care about this goals and testing conversation?

McCLENNEY: Lou, every single one of the National Goals has real implications for higher education. I believe higher education can and should contribute to the debate about these goals, and to their achievement ultimately.

One reason is that there is a host of bad things that could happen if higher education continues to sit on the sidelines. For example, there is every indication that funding — public money, corporate and foundation money — is going to follow action, which will be directed by the goals, over the next several years. Resources will go to the people who show commitment and willingness to do something.

NEWMAN: I agree with Kay. With the enormous array of public leaders of every sort now interested in the success of education as a whole, it's foolish to think they're not going to turn their attention to the colleges. In fact, they already are, in Kentucky, for example.

McCLENNEY: A second reason, more high-minded, is that higher education could look at education reform as part of our responsibility to the society we were created to serve. There are important social issues at stake; failure to participate would be a failure to have an impact on those issues.

A third and very important reason is that higher education's experience with assessment has taught us lessons that will be useful in the high-stakes discussions to come. When we assess these goals, what are we as a society going to do about

what we find out?

We *already* know some of what we're going to find out when the first report card comes out in September. Taking a wild, hypothetical look at this. . . . What will we do *if* we find out that kids in Minnesota perform better than kids in Mississippi? What will we do *if* we find out that kids in deep urban environments perform less successfully than kids in affluent, suburban schools? What will we do *if* we find out that kids who come to school immunized and well-fed and a product of good preschool environments perform better than kids who come to school hungry, who are not immunized, who are the victims of prenatal drug and alcohol abuse?

Well, we're not going to be terribly surprised, or we shouldn't be. But what are we going to *do*? One of the tenets of the assessment movement is that the usefulness of goals and the usefulness of assessment is determined by what you *do* with information once you've acquired it. To take this a step further, if you're not interested in doing something about the findings, don't bother to ask the questions in the first place.

As a nation, via the goals, we're asking the questions. As a nation and as a higher education community, we'd better be prepared for the discussions about what we are going to offer as potential answers.

ALBERT: That's three good reasons. Are there more?

McCLENNEY: Yes. It's obvious that actions taken with regard to K-12 public education are going to affect higher education, and it is possible that important decisions and actions could take place without the involvement of higher education. For example, there will be new understandings developed about entry-level skills needed for higher education, and these will — or should — affect admissions standards and processes.

ALBERT: So we'd best pay attention, and play a role in this?

McCLENNEY: Right. For example, there are people hard at work — Ted Sizer and many others, everyone in the state of Kentucky — creating the opportunity for kids to come out of high school with much higher level thinking skills, with deeper exposures within narrower curricula that produce kids who are better prepared to be critical thinkers, problem solvers, and so on. Those curricula are not being designed in terms of Carnegie units; these students aren't being prepared to meet traditional admissions criteria. Will colleges be prepared to alter their way of thinking about admissions standards and the placement of students in classes? Policymakers are watching to see.

"Policymakers look at the whole, at education as a system, and they know there's a big difference between the *best* things that are happening and the *typical* things that are happening."

At the June Assessment Conference, Harvard's Dennie Wolf made what I thought was a compelling statement when she asserted that higher education might be lying through its teeth when it tells high school students that what they really need for college is to become critical thinkers and problem solvers. The truth is that what they need are verbal skills; they need to be sequential thinkers; they need to be good test takers.

The last reason for higher education to become involved is simple. If we don't seem to be part of the solution, we will be seen as part of the problem.

NEWMAN: Exactly. Take the new American Schools Development Corporation, as an example of what's at stake and how leaders think about higher education. Remember that the President moved to create a private corporation, funded by corporate donations but with the strong support of the federal government, to establish "centers" to design completely new types of schools. The goal is to raise between $150 and $200 million and then to create a process, which the federal government would run, of creating 535 new schools around the country and finding ways of getting the models that work to spread. This is a profound development. No matter how it comes out, the attempt is bound to influence the future of American education.

Traditionally, policymakers would have turned to the universities, which have already in place a whole series of centers for the development of new ideas in education. In fact, no one has even suggested that. The general assumption is these existing centers simply are not effective enough, and the universities aren't involved enough, to help here.

My point is that the universities might not yet recognize that their actions have led people to not even think about them in a moment of crisis.

ALBERT: So we're already seen as part of the problem?

NEWMAN: Let me answer you another way. Why is the reform movement so intense? I see two reasons.

First, when the economy internationalized, we discovered that we had to change the way American organizations operated. People had to be better educated and empowered, and "empowered" meant that everyone in every organization had to be able to make decisions, to be creative, not just follow orders. That meant we had to change the nature of their education, but we had to change it not just at the elementary and secondary levels, we had to change it at the collegiate level, too. How

About ECS

"State leaders committed to improving education"

The Education Commission of the States (ECS) is an interstate compact that helps state leaders improve the quality of education. ECS conducts policy research, surveys, and special studies; maintains an information clearinghouse; organizes state, regional, and national forums; provides technical assistance to states; and fosters nationwide leadership and cooperation in education.

ECS's primary constituents are governors, legislative leaders and their senior policy aides; chief state school officers; state higher education executive officers and their senior policy assistants; members of state education boards; leaders of local schools, campuses and governing bodies; and others appointed by governors.

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can teachers and schools be empowered if we don't change the nature of higher education? So here's this whole country trying to restructure itself, and the universities are sitting on the sidelines.

Here's a second one, with even more profound implications. Even with the slow, grudging success we are getting in the schoolroom, we are failing and losing ground with the most disadvantaged members of the population. Thirty percent of our kids drop out of school. Where do they go? The military won't take dropouts. Industry won't take dropouts. We know what's happening to them: they're on welfare, they're having babies, they're going to prison... in record numbers. Here we are, struggling to prevent a two-class society from forming, and where are the universities? Firmly behind their campus walls.

This can't be the case! This society has to try to turn itself around, and that doesn't mean just *part* of society. If higher education is going to play its traditional and important role, it's going to have to get into the battle.

ALBERT: You've convinced me that it's not a time for us to be "sitting on the sidelines." What should we be doing?

McCLENNEY: The potential avenues for involvement are multiple. One of them clearly is a place where AAHE has focused new attention, and that is on the creation of partnerships between institutions of higher education and the public schools. Those partnerships can serve a number of very important purposes, including to articulate curriculum expectations to students, and to support the success of at-risk student populations.

Another agenda is the transformation of teacher education. It's not the first one that we bring up these days, because unfortunately too often when people in higher education talk about contributing to education reform, they limit the discussion to teacher education, a far too limited view. At ECS, we are intensely involved with a number of efforts to restructure teacher education, in part by linking teacher education programs more closely to clinical experiences in K-12.

ALBERT: Kay, earlier you mentioned lessons the higher education community had learned in assessment over the recent years. How could those lessons be applied?

McCLENNEY: As we move through this enlivened national debate about a national assessment system, higher education has much to contribute. We've learned that assessment, for example, is more than testing. Not all good assessment is necessarily quantitative. Good assessment requires multiple methods, multiple approaches, multiple perspectives.

We've learned that there are dangers, too, as Peter Ewell says, in the "unaccompanied" statistic — that any summary number used simplistically to characterize the status of education in America, or an educational institution, is a dangerous number if it is unaccompanied by interpretation. We've learned that the value of any assessment depends on its usefulness — on what it is that we are prepared to do about its findings. We've argued for ever closer ties between assessment and teaching, and for being able to learn from assessment how to improve the interaction between teachers and students in the classroom.

ALBERT: Peter Ewell at the Assessment Conference raised concerns that the assessment movement in higher education had rejected the accountability agenda, that it had locked itself too much into the notion of improving teaching and learning, as if to say, "We've got to teach people in the statehouses that our agenda, not accountability, is the one that *really* counts."

What about the accountability agenda? Are states asking new, harder questions about it? Frank?

NEWMAN: Harder questions, indeed. In fact, I think we're on the verge of a very much stronger accountability presence in higher education.

ALBERT: Why?

NEWMAN: The most important single reason is that policymakers

"What policymakers are looking for right now — and what we're trying to help them with — is intelligent policies that allow them to get accountability, to get information relevant to the improved performance they see as critical."

— and again I include that whole array of them, not just the governors — believe firmly that education is *important*. In other words, they believe that the future of the country, or the future of Kentucky or Illinois, depends on how effectively people are educated. For them, the question is not whether the student knows enough, but whether the student possesses higher-order thinking skills, capacity to act, to operate in the abstract but connected to practical problems, to take risks, to be creative, to write effectively, to handle mathematical and scientific reasoning easily and comfortably.

In a situation where those attributes are seen as terribly important, and where the cost of higher education has gotten so high and the level of satisfaction so low, it's not likely that policymakers will say to college presidents, "Just do what you think is right." That's not a likely scenario for the rest of this decade. Instead, what policymakers are looking for right now — and what we're trying to help them with — is intelligent policies that allow them to get accountability, to get information relevant to the improved performance they see as critical.

My concern is that as the frustration mounts, what we'll see are more things like the federal antitrust prosecutions, pressure for alternative forms of certification, and so on.

ALBERT: As you know, we're thinking about the 1992 National Conference on Higher Education, which will look more closely at the dialogue between the public and higher education. What's your sense of what that dialogue needs?

McCLENNEY: For one thing, Lou, the notion of "dialogue" clearly suggests that all parties need to be committed to some careful, respectful *listening* — listening to the concerns and constraints experienced by the other parties.

Further, to transform higher education we'll need good leadership at the public policy level, and also committed leadership at the institutional level, meaning not only presidential leadership but also leadership among the faculty.

At the moment, we frequently encounter a sense of helplessness at all levels . . . faculty, for example, who would like to commit themselves to a much greater emphasis on undergraduate teaching but who find that the incentives and rewards just are not there . . . presidents and deans who similarly are committed to the value of undergraduate education but find other constraints . . . and not just internal constraints but also external pressures on institutions that are contrary to the positive mood we need. Those pressures come from the disciplines and professions, from state policy, funding policy, governance, and so on. What we need to do is find concrete ways for people working at all levels of the system to make a difference.

One of the underlying constraints is our definition of "quality" in an institution of higher education. Traditionally, we've defined quality in terms of the percentage of the faculty with Ph.D.'s; the volume of research dollars obtained; the numbers, not to mention the quality, of faculty publications; the competition, as I said earlier, for slots in the student body and on the faculty; and so on. We need to rethink that.

For a start, we need to think of quality much more in terms of the learning experiences students have, of what students know and are able to do as a result of that experience.

ALBERT: And policymakers have already made this shift in thinking, you're saying . . . thus their focus on issues of student and institutional performance, and dismay at acts of institutional self-aggrandizement.

NEWMAN: It's not a question of bad people or bad institutions. There was a time when some people were running around talking about the problems in higher education caused by people who were evil or lazy or greedy or whatever. I think none of those is true. I think people in higher education are dedicated people who care a lot and are working hard.

The problem is that the reward structure, the incentives, the traditions, make doing what we're talking about difficult, particularly when one believes, as I and I think most policymakers do, that there have to be some very fundamental changes. We know a great deal more now about how to teach more effectively, how to assess what students are learning more effectively, how to create better school/college partnerships, how to transform teacher education . . . we just don't act on that knowledge because the incentives for the president, the deans, the faculty, are not there.

Getting at these kinds of issues requires new policies, both internal and external, including things that states and the federal government can do that change how institutions operate. It requires new traditions; it requires new incentive and reward structures.

My strong advice is that the academic community ought to lead this process, not simply wait for someone else to do something. Waiting is likely to lead to poor and frustrating policies rather than intelligent and supportive ones.

ALBERT: Kay, Frank, thank you. ■

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Call for Proposals

1992 National Conference on Higher Education
April 5-8, 1992 ■ The Chicago Hilton

RECLAIMING THE PUBLIC TRUST

Costs, Quality, Commitments

In the past several years, the public standing and good repute of American higher education has taken repeated blows — charges of scientific fraud, overhead abuse, professorial irresponsibility, price collusion, political correctness, and indifference to teaching and students. The fallout leaves no campus untouched.

At the federal level, we've seen passage of student right-to-know legislation and criticism of the accreditation process; a national test of college outcomes may not be far away. At least five states have recently enacted accountability legislation that will enable regulators to "get the goods" on colleges and universities. In state after state, amid revenue shortfalls, the axe has fallen heavily on higher education.

If the picture painted by critics is one of a slothful, unresponsive academy, the picture from a campus point of view looks quite different. Despite financial stringencies (sometimes because of them), the past two years have been intensely creative ones on many fronts, resulting in a far-deepened understanding of commitments to diversity, new conversation about scholarship's forms and rewards, experiments with quality-driven management systems, and fresh thinking about the internal economies of institutions.

Nonetheless, there appears to be some growing mismatch between public expectations for higher education and the familiar patterns of campus work. Some campus leaders believe that public confidence can be restored through better public relations. Others argue that the issues are more fundamental — that we must reexamine our priorities and change the way we work.

FOUR THEME TRACKS

At AAHE's 1992 National Conference, we propose to delve into these issues through sessions clustered into four broad tracks. We hasten to add that we *always* also welcome proposals on topics of current interest that fall outside our conference theme. But some two thirds of the final program will focus on these tracks:

Track 1: The Public Trust

All parties acknowledge that the climate has changed in recent years — that higher education's public standing has been eroded. But there is confusion over the nature, sources, and extent of that erosion, and how to counteract it. Track 1 will explore these issues.

Which "publics" are we, and should we, be talking about? What constituencies matter the most, and what evidence do we have of what they think of us? What are the primary focuses for irritation and resentment, and how deep do those feelings go? Are we treated unfairly by the press, and if so, why? What might we do about it?

Sessions on the drawing board:

- The National Goals exercise: what's behind it?
- The media and "political correctness."
- Public attitudes toward professors and their privileges.
- Campus strategies to improve the public trust.

Track 2: Incentives and Aspirations: Remaking "The System"

Clark Kerr's May/June article in *Change*, "The New Race to Be Harvard or Berkeley or Stanford," might not reflect the aspirations of every campus. But the fact remains that many institutions find themselves set among a pack of other campuses, on a racecourse they didn't design and can't easily exit. When they try to break away — for example to reshape teaching, advising, or clinical work — they run up against "the system": the competitive marketplace, financing formulas and academic guilds, and other sources of rewards and incentives.

Can or should the "racecourse" be changed? Can we develop quality indicators that would enable campuses to compete on the basis of performance rather than prestige? Are there ways to make high-quality teaching more public? To give excellent teachers national reputations and thus more market power? Are there ways to balance the incentives for research, built into the financing of higher education, with incentives for teaching? What roles should accrediting associations play in these matters? Disciplinary societies? Are there ways that teaching-oriented campuses might combine to demand that graduate schools prepare faculty for the new tasks they must perform?

Such Track 2 sessions might include these:

- New thoughts about the institutional mission statement.
- Toward a national market of master teachers.
- Blowing the whistle on reputational ratings of graduate education.
- Who should get what: the financing of lower division, upper division, and graduate education.
- Formula funding and its incentives.

Track 3: Cost and Quality: Changing the Way We Work

The varied sources of revenue

that sustain colleges and universities are, like tides, running out. The daily headlines report painful and at times debilitating retrenchments under way in both the public and the private sectors.

Many campuses are responding to the adversity with across-the-board cuts that leave everything weakened but in place. Others are confronting adversity by asking fundamental questions about what's essential, and by changing the way academic work gets done. What accounts for the difference? Does "restructuring" — a word used frequently with regard to schools — have a place in higher education?

Campuses across the country also are changing the way they work, not to save money, but to raise their performance. Presidents are exploring the applicability of new ideas about "total quality management." Provosts are getting together to explore new definitions of scholarship and new methods by which teaching is evaluated.

Sessions being planned in Track 3 include:

- Cost containment: the search for effective practices.
- Peer evaluation of teaching.
- Tenure: asset or liability?
- Knowledge "transformed": evaluating the scholarship in teaching and service.
- TQM and the search for quality-driven management.
- A tale of two cultures: reforming the teaching of science.
- New perspectives on leadership and governance.

Track 4: Difficult Dialogues II

In each of the above tracks, higher education's commitment to multicultural perspectives and equity for everyone is at stake — and at risk. Perceptions of "fairness" (raised by issues such as preferential hiring and scholarships for minority students) affect the public trust. The incentives built into funding patterns and the workings of the academic marketplace affect issues such as minority faculty recruitment and minority student attainment. During times of retrenchment and media criticism, the campus commitment to multiculturalism is tested as never before.

At AAHE's 1991 National Conference, "Difficult Dialogues: Achieving the Promise in Diversity," we began a national dialogue on higher education's commitment to multiculturalism. At the 1992 National Conference, we intend to continue — and extend — that dialogue.

While we will strive to incorporate multicultural perspectives in sessions of all four theme tracks, for Track 4 specifically we are working on sessions such as these:

- The inclusive curriculum.
- The now and future of ethnic studies programs.
- Managing multicultural campus climates.
- Collaborative approaches to enhancing minority student attainment.
- Multiculturalism and the quest for community.
- Diversifying the faculty: unfinished agendas.

HOW TO GET INVOLVED

AAHE welcomes your ideas for chairing, organizing, and/or presenting sessions on any of the four theme tracks. We also welcome proposals on other issues you believe are critical to higher education, such as technology, student life, intercollegiate athletics, internationalizing the curriculum, school/college relations, and more.

Proposing a session. As in the past, we're committed to sessions that emphasize diverse points of view. Ideally sessions will (1) suggest fundamental rethinking and expansion of ideas; (2) engage the audience rather than merely talk at it; (3) capitalize on the audience's expertise; and (4) reflect the diversity of cultural and gender perspectives, in both the material presented and the composition of any panel.

To propose a session, mail or fax a letter (one to two pages in length) to:

- Louis S. Albert, Vice President, AAHE, One Dupont Circle, Suite 600, Washington, DC 20036-1110; fax (202) 293-0073.
- All proposal letters must reach AAHE by *October 18, 1991*. Expect to hear from us about the status of your proposal toward the end of November.

Your proposal letter should describe the following:

- The problem you want to address.
- The audience you intend to reach, and the contribution your session will make to that audience.
- A suggested format (panel discussion, case study, etc.) and length for the session (most time bands are 50 or 75 minutes).
- The qualifications of all presenters and the roles they will play in the session. (We strongly suggest that panels be limited to no more than *four* people, including any moderator.)
- The names, positions, addresses, and daytime telephone numbers of *everyone* involved, including yourself. (If your proposal is accepted, be prepared to provide a black-and-white photograph of each presenter.)
- **Note:** If your proposal is accepted, you and any copresenters will be expected to attend the conference as paying registrants. Information about registration fees will be available later this fall.

Caucuses and Action Communities. In addition to proposing a session, you can get involved in the conference in a number of other ways. You might want to contribute to the work of one or more of AAHE's member Caucuses — American Indian/Alaska Native, Asian/Pacific American, Black, Hispanic, Lesbian/Gay, Undergraduate Student, or Women's. Or you might want to work with one or more of AAHE's Action Communities in areas such as classroom research, collaborative learning, critical thinking, faculty governance, information literacy, internationalizing the campus, telecommunications, or voluntary service.

For more information about any of AAHE's Caucuses or Action Communities, contact Judy Corcillo, conference/membership development coordinator, at AAHE.

Forum on Exemplary Teaching. The 1992 National Conference will feature the Forum on Exemplary Teaching, a special program for faculty now in its fourth year. For more information about the Forum, contact Pat Hutchings, director of the AAHE Teaching Initiative, at AAHE. ■

HALF A LIFE IS BETTER THAN NO LIFE AT ALL

A Better Way to Measure Time to Degree

by C. Anthony Broh

Measuring the productivity of U.S. education has become an issue for the 1990s. The rates of faculty retirement versus new Ph.D.'s, the cost-effectiveness of continuing education programs, and the consumer obligations of four-year undergraduate institutions focus attention on evaluation, assessment, and appraisal. Bowen and Sosa (1989), for example, have convincingly predicted that the demand for faculty at the turn of the century will outpace supply, and Atkinson (1990) describes similar findings for scientists and engineers as a "national crisis in the making." Similarly, a House Conference Report (1990) finds that "there is increasing concern among citizens, educators, and public officials regarding the academic performance of students at institutions of higher education" (p. 1).

How will college and university administrators address these concerns? What statistical tools will they use to measure "performance" and "productivity"? The lessons of research on graduate education might provide some answers.

The productivity of U.S. graduate education is often evaluated by the time students take to complete their degrees. The statistic used to measure success is "total time to degree" (TTD), a mean calculated by totalling the number of years each degree recipient takes to complete the degree and dividing that total by the number of degree recipients. Sometimes TTD is computed as median time to degree, by the National Research Council, for example.

Similar statistics, often compared with TTD, are "registered time to degree" (RTD) and "elapsed time to degree" (ETD). I use TTD here since it has been used previously in the literature. But all are mean (or median) computations performed on degree *recipients*.

TTD generally is used as an indicator of the number of doctorates that have been or will be produced in any time period. The increase in TTD between the 1960s and the 1980s, for example, was the focus of a report by the National Academy of Sciences. The report concluded that "increases in TTD lengthen the amount of time required for the supply to respond to any shifts in market demand" (National Research Council 1990, p. 5). Or, according to Ziolkowski (1990):

> the median time spent in completing a Ph.D. has been rising steadily for twenty years to its present 10.4 years. . . . What do these figures mean, and why should we care? We should care, warn leaders in education, industry, and government, because the projected need for highly trained specialists in most of the specified fields cannot be satisfied in the 1990s by the current number of Ph.D.'s.

C. Anthony Broh is the registrar at Princeton University, 114 West College, Princeton, NJ 08544-0070.

So, while TTD is itself not an indicator of the flow of Ph.D.'s into the marketplace, many people interpret the statistic as a measure of program efficiency, with an increase in TTD indicating a decrease in the annual production of doctorates.

What's the problem? Notwithstanding the time and energy invested in computing and interpreting TTD and its siblings, such completion statistics are inadequate indicators of the productivity of academic programs, especially when used to measure subgroups in a population.

Problems, Problems, and More Problems

Let's look at a few of TTD's interpretive difficulties:

Ignores attrition. TTD's most serious flaw is that it ignores the students who haven't finished the degree, since the statistic is computed by finding the mean (or the median) only for those students who have finished. TTD, then, tells us nothing about students who drop out or take longer — even when, in some cases, such students are the supposed focus of evaluation.

Magnifies extremes. When computed as a mean, TTD is very sensitive to extreme cases, especially cases atypical of the distribution. The situation is analogous to computing the average income of a group consisting of ninety-

nine paupers and one multimillionaire and discovering that the mean is more than a million dollars, a statistic hardly indicative of the group's actual income. Similarly, when one or a few students take an inordinately long time to complete the degree, the appropriately rapid progress of all the other students can be obscured.

Thus, statistics often are compared from one cohort to the next. This comparison usually uses all data that is available right up to (and including) the time of the study.

But the technique can be misleading. For many years, Princeton's graduate school has used TTD to compare programs. In a recent analysis, my office calculated the TTD for cohorts that began in 1971-75, 1976-80, and 1981-85. (We grouped cohorts into five-year aggregates because many programs are so small that calculations of a single cohort would be misleading.)

A sample half-life calculation.

Student	Time to degree
Student A	5.3 years
Student B	5.3 years
Student C	5.6 years
Student D	6.3 years
Student E	6.6 years
Student F	6.8 years
Student G	degree not completed
Student H	degree not completed
Student I	degree not completed

The number of entering students is 9, so exactly half of the class is 4.5, because the number of students is odd, we add 0.5 to that, for a total of 5. When the class is rank ordered (as above), Student E is number 5, therefore, the half-life of the program is 6.6 years. If there were a tenth Student J who had not completed her degree, then the half-life would be interpolated at 6.7 years (halfway between 6.6 and 6.8). By comparison, the TTD (mean) of the cohort would be 6.0 years.

Consider the case of one member of my own graduate school cohort, who at age 45 decided to make the final push to complete his dissertation. He received his degree twenty-two years after he began his coursework and almost sixteen years after his classmates, who took an average of six-plus years. Alone he raised the TTD for my entire class by almost one year.

This problem of extremes can be solved by computing a median rather than a mean. The value of the middle case in a distribution is less likely to be pulled to the extremes by a few outliers.

Changes constantly. TTD data are not stable, due to the "*t*+1 problem." At any specified time, *t*, we cannot have confidence in our data, since the behavior of a group member at some future time, say *t*+1, changes the calculations. To stay with the example above, my cohort's TTD was dramatically changed by the addition of one laggard. And who knows which additional students might decide to go back to school.

Cohorts incomparable. One reason people compute TTD is to find out whether academic programs are taking more (or less) time to produce degree recipients. The data showed that TTD for the Ph.D. program in the social sciences, for example, had declined by almost one year: from 6.05 years for the 1971-75 cohort, to 5.10 years for the 1981-85 cohort. Several department chairs used the data as evidence of their efficient use of university resources and greater productivity in the graduate program.

However, the completion rate for students in the oldest cohort is quite different from the rate for the youngest cohort, since the time frame for each cohort is different. The 1971-75 cohort, which has had some twenty years to complete the degree, has a completion rate of 60 percent. The 1981-85 cohort has a rate of only 42 percent, but it has had just ten years. That 42 percent might well become 60 percent after ten more years, with a concomitant increase in TTD. The point is, the two cohorts will never cover the same period of time; they can be compared fairly using all available information only if every student in both cohorts has completed the degree.

Introducing a Practical Alternative

Because TTD is so flawed a statistic[1] for situations in which rate of completion is an issue, I propose that higher education use a new statistic, which I call "half-life."

I borrow the concept from nuclear physics, where scientists measure the time it takes for some specified portion (usually half) of a radioactive material to complete the decay process. Accordingly, I define the "half-life" of a program as the time it takes for one half of the entering cohort of students to complete that program. The "half-life" of a doctoral program, then, is the time the faster half of the students take to complete their degrees.

Calculating the half-life requires the following steps (see box):

1. Determine the number of entering students in the program.

2. Determine how many students constitute exactly one half of the class.

3. Rank order the cohort according to the students' time to degree, with the fastest time first and any uncompleted degrees last.

4a. If the number of students in the cohort is *even*, count until you reach the student whose rank order is equal to the number in step 2. The point halfway between the time taken by this student and the time taken by the next slowest student is the "half-life" of the program.

4b. If the number of students in the cohort is *odd*, count until you reach the student whose rank order is equal to 0.5 plus the number in step 2. The time taken by this student to complete the program is the "half-life" of the program.

1. For a discussion of bias in TTD, especially in changing populations, see William G. Bowen, Graham Lord, and Julie Ann Sosa's "Measuring Time to the Doctorate: A Reinterpretation of the Evidence" in *Proceedings of the National Academy of Sciences*, Volume 88, Number 3, pp. 713-717.

Computer programs such as SPSS and SAS can be used to calculate the half-life, but they can require a few extra programming statements. At Princeton, we used the PTILE50 function in the STATISTICS option of the TABLES routine of SPSS. This required that we create a value for students who had not finished the degree so that they would remain part of the calculations. By setting this value artificially high, say 999 years, we also could identify programs in which 50 percent of the students had not yet completed a degree (i.e., where the half-life would not be a real number). One shortcoming of SPSS, however, is the absence of cumulative statistics when computing categories of a PTILE50.

Now, let's look again at the interpretive problems encountered with TTD, this time considering the half-life technique.

First, attrition is accommodated in the half-life calculations by considering the entire cohort, both students who complete the program *and* those who don't. We can see this in the example (see box) by looking at Student G, who dropped out of the program in the first few years; his attrition figures into the half-life calculation of 6.6 years. Now let's assume he did not drop out and instead finished in 6.0 years. When the cohort is reordered, Student D now determines the half-life, at 6.3 years. Thus, in this scenario, Student G's original attrition had the effect of increasing the half-life by 0.3 years. However, attrition affects half-life only if it affects the ranking. If Student F had dropped out, for example, the half-life would still be 6.6 years.

Second, the half-life calculations are not sensitive to outliers. Suppose Student H gets a degree after ten, twenty, even fifty years? The half-life of the program is still 6.6 years.

Third, the half-life doesn't change — that is, the program's statistic is unaffected by the addition of completions beyond the 50 percent mark. If Students G, H, and I were to finish their degrees today, the half-life would remain at 6.6 years.

Finally, cohorts are comparable. The group of students in the example could be any cohort of students. They could have started twenty years ago or ten years ago and the values would be the same. Since events (such as completions) *after* the half-life have no impact on the calculation itself, all cohorts with half-lives are comparable, no matter when the analyses are conducted.

The half-life concept can be tailored to fit individual situations, too. At Princeton, a relatively high percentage of graduate students complete the program. Of all degree candidates who began between 1971 and 1985, 63 percent had completed their Ph.D. by June 1990. That is, most departments, yearly cohorts, and subgroups of the graduate school population have at least a 50 percent completion rate. Therefore, calculation of the half-life results in real numbers, even for most subdivisions of the graduate program.

Elsewhere, programs with lower completion rates might find it necessary to lower their threshold for success. A "third-life," meaning the time it took for one third of a cohort to complete the degree, or a "quarter-life" might be a more appropriate measure. Regardless, the resulting statistic would have the same advantageous characteristics as the half-life.

Familiarity Leads to Understanding

Several intuitive notions about the half-life make the statistic easy to interpret.

First, half-life is also the "median time to degree" for the entire cohort; half of the students are faster at receiving the degree and half are slower. So the half-life has a familiar statistical interpretation as a median. Half-life, however, should not be confused with the median version of TTD. Recall that TTD is the median (or mean) for those students *completing* the degree, and the nomenclature has become quite familiar to many educators. (There is no "mean time to degree" for *all* students in a cohort if at least one student does not receive a degree.)

Second, the half-life concept lends itself quite nicely to administration of academic programs. For example, if our goal were to produce more Ph.D.'s to meet a predicted shortage,[2] then the notion of graduating one half (or one fourth, or one third) of a class over a targeted period of time is a precise benchmark. The statistical calculations reflect the administrative goals. One could imagine setting goals or "ideal times" for a specified portion of a class to complete the degree.

Notwithstanding the time and energy invested in computing and interpreting TTD and its siblings, such completion statistics are inadequate indicators of the productivity of academic programs.

In sum, TTD statistics can lead to flawed conclusions about the productivity of an academic program. The calculation of a half-life avoids many of these pitfalls as well as misinterpretation of the TTD statistic. And that is why "Half a life is better than no life at all." ■

2. For example, see "Institutional Policies to Improve Doctoral Education," a policy statement of the Association of American Universities and its affiliate, the Association of Graduate Schools (Washington, D.C.: November 1990).

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School/College Conference a Success, New Initiative Launched

(Above) **James Mingle,** of SHEEO, **Jill Triplett,** of SREB, **Alfredo de los Santos, Jr.,** of Maricopa Community Colleges, and **Richard Richardson,** of Arizona State University, address diversity issues. *(Right)* **Andrew Young** delivers the keynote.

(Left, standing) **Blenda Wilson,** president of the University of Michigan, Dearborn, and **Jacqueline Irvine,** of Emory University, answer questions after a session. *(Above)* **Raymond Bowen,** president of LaGuardia Community College, hands out certificates at the Presidents' Forum ceremony.

More than 550 participants from across the country attended the Second National Conference on School/College Collaboration, "Within Our Reach: Improving Student Achievement Through Partnerships," in Atlanta, June 23-26. Cosponsored by AAHE and the College Board, the conference offered more than sixty sessions on student achievement, faculty preparation, and partnership development and evaluation.

At the conference, a "Salute to Partnerships for Minority Student Achievement," sponsored by AAHE's Presidents' Forum, honored some eighty school/college/business partnerships with a special workshop and a ceremony and reception at the Carter Presidential Library.

Also, AAHE and The Pew Charitable Trusts announced a new initiative — *Community Compacts for Student Success* — to help communities develop and use existing resources in a more comprehensive and strategic approach toward increasing student success. (See the June 1991 *Bulletin.*)

A third collaboration conference, again cosponsored by AAHE and the College Board, is planned for June 1992. Details, including the date and location, will be announced soon.

Position Announcement: Faculty-Member-in-Residence

The AAHE Teaching Initiative is looking for a *faculty member-in-residence* during the second semester of the 1991-1992 academic year at AAHE in Washington, D.C.

Who should apply? Exemplary teachers who have also worked on behalf of improved teaching beyond their own classroom. Most important is a commitment to the work of the Initiative and its conception of teaching: that teaching is a complex, "situated" act requiring different strategies in different disciplines and with different students; that it should be evaluated in appropriately contextual, performance-based ways; that it is a form of scholarship and should therefore be public and rewarded; that the test of teaching is learning.

The Initiative's current work includes a forthcoming monograph on the teaching portfolio and a project (funded by Lilly Endowment, Inc.) to develop cases about college teaching and learning. Next lines of work will address issues of rewards and incentives for teaching.

The faculty-member-in-residence would be expected to continue the Initiative's efforts, but opportunities exist for new ventures, too. The Initiative is particularly interested in candidates who would work within a discipline or family of disciplines (perhaps through the disciplinary associations) to improve teaching; natural or behavioral sciences is preferred.

The position will run January-June 1992 (and perhaps into the summer) — although alternative time frames can be considered. Salary and benefits will depend on possible cost-sharing arrangements with the candidate's home institution.

The announcement in last June's *Bulletin* has already generated some applications, and interviews began as this issue went to press. A decision is expected by early October, so if you or someone you know is interested, please act quickly.

Letters of interest should be addressed to Pat Hutchings, director, AAHE Teaching Initiative, at AAHE.

Dues Increase

Effective July 1, AAHE dues increased $5 to $75 for a one-year regular membership. The 7 percent increase is the first dues adjustment since 1989. A regular two-year membership increased $10 to $145, and a three-year membership increased $15 to $215. One-year dues for student and retired members remain unchanged at $45.

AAHE in Action

Proposal Deadline for 1992 National Conference. For the Call for Proposals, see September *Bulletin* or contact Judy Corcillo at AAHE. *October 18, 1991*

1992 AAHE National Conference. Chicago, IL. *April 5-8, 1992*

Bulletin Board

by Ted Marchese

Robertson

Smith

Stark

Welcome back — hope summer brought some rest — for news of AAHE members (names in **bold**) doing interesting things, plus items of note. Let me know what you're doing . . . this is your column.

PEOPLE: As usual, lots of notable summer moves. . . . Bunker Hill's **Piedad Robertson** (never one to shirk a tough task!) steps in as Massachusetts's first secretary of education, K-12 plus higher education, *tough* budget situation. . . . **Uri Treisman,** one of AAHE's new board members, recruited away from Berkeley by Texas, now professor of mathematics in Austin. . . . Among many new presidencies, special wishes to **Dick Hersh,** moving from Drake to the top post at Hobart and William Smith; to **Josephine Davis,** from St. Cloud State to CUNY's York College; to **Art Lendo,** now on the job at Philadelphia's Peirce Junior College; and to **Samuel Schuman,** from Guilford to UNC-Asheville (Sam is president-elect of the National Collegiate Honors Conference). . . . Another "honors" notable, **Bill Whipple,** leaves program at Maine for associate deanship at Albright. . . . **Robert Hahn** of Trinity (VT) accepts call to be interim president of Johnson St. this year. . . . More interims: **Art Chickering,** in the deanship at George Mason's graduate school of education; **Rudy Weingartner,** chairing the philosophy department at Pitt; and **Beverly Swan,** two-year appointment as Rhode Island's provost, full search later . . . her predecessor, **David Gitlitz,** returns to teaching. . . . Farthest move: **J.P. Das,** from Dayton's Sinclair CC to the American University in Cairo, director of IR and planning . . . same new title for **Larry Padberg,** moving to Marymount U from Rockhurst. . . . Colgate's **Lee Pelton** named dean of students at Dartmouth, just the ninth person in that post in Dartmouth's 222-year history.

MORE PEOPLE: The North Central Association gains a new associate director, **Stephen Spangehl** from Louisville . . . new program director in education at Lilly, **Sam Cargile** from UW-Oshkosh. . . . Two new associate VPs with enrollment management in their portfolios: **Arnold Hence** at Aurora U, **Oscar Porter** at Redlands . . . Heidelberg VPAA **Preston Forbes** now at FIPSE, heads the comprehensive program. . . . Many fond farewells for **Ginny Carter Smith,** retiring this fall as senior VP at CASE. . . . Arizona State's **Alleen Pace Nilsen** presides this year over the International Society for Humor Studies, which does not joke around when it comes to meeting sites: for '92, it's Paris.

PUBLICATIONS: Michigan's **Joan Stark** is the new editor of ASHE's *The Review of Higher Education.* . . . No conclusion yet to the search for a successor to **Bob Silverman,** editor of *The Journal of Higher Education.* . . . Indiana's **Paul Strohm** tells the AAUP it's time for him to leave the editorship of *Academe,* look for a search there soon. . . . **Jonathan Fife** and the ERIC Clearinghouse on Higher Education launch "The National Teaching & Learning Forum," 12-page newsletter, bimonthly, $39 a year (202-296-2597), aim is to "bridge the gap between . . . 'fast-food' teaching advice and the dense language of specialized research." . . . Bridgewater State's **Susan Holton** invites AAHE members to be on the mailing list (free) for the Massachusetts Faculty Development Consortium newsletter (call 508-697-1201).

CONGRATULATIONS: Our very own *Change* hit the jackpot this summer with three major awards in the national Educational Press competition, including "best article" honors for "Assessment Hits Home," our cover story last September/October.

ASSESSMENT: More than 1,250 were in the house for AAHE's June assessment conference in San Francisco, an event full of lively debates, truth telling (the obstacles are many), and deep pondering . . . the conference's annual award for "contributions to assessment thought and practice" went to **Pat Cross** and **Tom Angelo,** for their pioneering work on Classroom Research. . . . Conferees took high interest in the new National Goals and how they'll be assessed, with proponents of traditional tests and of "authentic," performance-based measures prepared to square off . . . the big announcements on that score are due September 30, when Gov. Romer's commission goes public with its report . . . AAHE will follow developments here, maybe issue a statement, just after our Sept. 26-27 board meeting. . . . Mid-summer, the buzz in assessment circles was about New Jersey's decision (supposedly for financial reasons) to pull the plug on its high-profile College Outcomes Evaluation Project. . . . South Carolina's assessment confab, Oct. 20-22 in Myrtle Beach, is open to out-of-staters, details from **Reid Johnson** at Winthrop College, 803-323-2341. . . . For your calendars, next year's AAHE assessment conference will be June 21-24, in Miami Beach. See you next month! ■

ANNOUNCING

It's Official!
1991-1992 Board Election Results

Votes cast in this summer's AAHE Board of Directors election have been tallied and several new Board members added to the panel, effective July 1. Each new member will serve a four-year term.

Cartwright

AAHE's new vice chair is **Carol A. Cartwright,** president of Kent State University. Cartwright vacates an at-large seat on the Board to assume her new executive role. As vice chair, she will serve successive one-year terms as vice chair, chair-elect, chair (1993-1994), and past chair.

Rendon

Board Position #2 went to **Laura I. Rendon,** who over the summer moved to Arizona State University from North Carolina State University. Board Position #3 went to **Sheila Tobias,** of the University of Arizona.

Tobias

Treisman

In other action, the at-large seat vacated by Cartwright was filled by Board Position #3 candidate **Uri Treisman,** who had the next-highest number of total votes. And this year, **Arnold R. Shore,** president of the Council for Aid to Education, accepted an invitation to fill one of the Board's vacant appointments. Other appointments may follow later this year.

The balance of the 1991-1992 AAHE Board of Directors is Chair *Norman C. Francis,* of Xavier University of Louisiana; Chair-Elect *Blenda J. Wilson,* of the University of Michigan, Dearborn; Past Chair *Alison Bernstein,* of Princeton; *Lisa E. Baker,* of Western Michigan University; *Wayne Barcomb,* of PWS-Kent Publishing Company; *John N. Gardner,* of the University of South Carolina, Columbia; *Claire L. Gaudiani,* of Connecticut College; *Judith E. Lanier,* of Michigan State University; *Sharon A. McDade,* of Teachers College; *David A. Sanchez,* of the National Science Foundation; *Beverly Guy-Sheftall,* of Spelman College; *D. Wayne Silby,* of the Calvert Social Investment Fund; and *P. Michael Timpane,* of Teachers College. ■

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BULLETIN

AAHE
AMERICAN ASSOCIATION FOR HIGHER EDUCATION

Fluff on Gloss or Soul in Ink?
Straight Talk on Admissions Publications
Jane Eblen Keller and David Treadwell

Collegiality as "Getting Along"
by John B. Bennett

From the AAHE Teaching Initiative:
About Teaching & Learning Centers
by Kathleen Quinlan

Also:

AAHE News

Bulletin Board
by Ted Marchese

New Assessment Books

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In this issue:

Last month I had the privilege of attending the annual meeting of the European Association for Institutional Research (EAIR), four bonny days in Edinburgh, Scotland. EAIR began thirteen years ago as an offshoot of an American association, AIR — itself a mid-1960s offshoot of AAHE. Since there are practically no institutional researchers in Europe — but plenty of rectors, vice chancellors, principals, scholars, journalists, and ministry officials who are concerned about wider societal developments and patterns of university reform — the EAIR gathering, with its great mix of people, becomes the closest approximation you'll find in Europe to AAHE's National Conference on Higher Education.

Happy to report, there's a very active teaching and learning conversation within at least parts of Europe, notably in the Netherlands, Scandinavia, and the U.K. Knowing we were about to run an article on teaching and learning centers in this *Bulletin*, I was on the lookout for parallels abroad. It turns out that almost all Australian universities now claim such a center; so do several British universities, notably those at Manchester, Edinburgh, and Sheffield. To my surprise (given their historic separation of teaching from learning), so do many German universities — they got such a center imposed on them as an upshot of the student radicalism of 1968. These centers were gradually marginalized as faculty barons reasserted control; they continue in existence with a variety of entrepreneurial functions but without a faculty clientele.

This snippet of global perspective done with, I hope you'll move on to Kathleen Quinlan's report on teaching and learning centers in the U.S., starting on page 11.

—TJM

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FLUFF ON GLOSS
— OR —
SOUL IN INK?

Straight Talk on Admissions Publications

by Jane Eblen Keller and David Treadwell

Each year colleges and universities spend, in the aggregate, millions of hours and dollars to produce admissions publications. Now and then, it seems worthwhile to ask just how important, revealing, or useful these documents are.

Let us say at the outset that we, the authors, have been the spenders of many of those hours and the recipients of some of those dollars. For most of our careers (egad, more than twenty years apiece!), we have worked in and for institutions, helping to shape and communicate the messages that go out via print. We've even been around long enough to remember typewriters, carbon paper, mimeograph machines, and hot type. We've watched and adapted as the computer revolution dramatically changed the way words and images are produced. And we have listened to arguments and evidence that along with technological change will come, eventually, the end of publications as we have known and created them — although at this stage, an obituary is certainly premature.

In any case, now seemed a good moment to step back and assess some of the things we've learned and to test some of our career-midpoint conclusions against others' observations. The quotations above give some idea of the range of opinions about the importance of admissions publications. Over the years, we've heard plenty of others:

- "Today's students don't read, so you should serve up maximum photography and minimum text on the publications platter."
- "Glossy photos are invariably misleading, so you should present lots of text. Besides, kids *should* read. Force 'em if necessary."
- "Publications don't matter a whit because students have become totally numb to them."
- "Publications are absolutely essential if you want to get your message out to prospective students, especially if you're recruiting in distant areas."
- "To be effective, publications must be created in-house. Outsiders can never really understand you."
- "Insiders lack the objectivity and experience necessary to create an effective admissions publication. What you need is an outside professional."

"I give publications the *highest* priority. Lots of information is best communicated that way." —Richard Steele, dean of admissions, Duke University

"Publications do matter, but they too often appeal to the lowest common denominator." —Fred Hargadon, dean of admissions, Princeton University

"New publications serve the insiders more than the outsiders." —Richard Moll, admissions consultant and author of *The Public Ivies*

"The overall public relations job of a college is much more important than glitzy publications." —Christine Ryerson, college counselor, National Cathedral School

When Things Go Bad

Over the years we've also seen and sometimes, alas, been party to the many ways it is possible to err in the writing and design of admissions publications. We can summarize these, too; we even have labels for each approach:

- ***The P.T. Barnum.*** The more-is-more drummer leads this parade, as more and more dollars pour into the concoction of ever-glossier publications. The rationale: "Everyone else is doing it, so we must stay competitive." Or, "Students are bombarded, and we'll just have to bombard them more brilliantly."

- ***The Ebenezer Scrooge.*** The horror stories about top students receiving more than two hundred printed overtures from institutional suitors, coupled with very real budget problems, lead many an institution to bring the axe down hard on publications. The reasoning runs as follows: "Students can't absorb all the information they receive anyway, so why compete? Besides, we now have desktop publishing capability. Let the secretaries do some software magic, and we can show substantial bottom-line savings."

- ***The Supercilious Snob.*** Some institutions still believe that marketing is a dirty word, and that institutional story telling is, per se, a sleazy business. No matter how strong the institution or how powerful its story could be, some diehards strive to present just the facts, ma'am, because they assume that's all any serious student is interested in, and because they dislike stooping to what they see as crass commercialism. They refuse to shape the information in attractive ways, confusing shapeliness with charlatanism.

- ***The Chameleon.*** The rules here are: "Offend no one, challenge no one, appeal to everyone. Give equal billing to everything on campus. All students are welcome. Everything is possible. Excellence runs across the curriculum. Make the copy and pho-

tos general and generic. Play it safe. Hedge all bets."

The thread running through all these arguments is the shortcut. Publications *do* face stiff competition; budgets *are* getting tighter; aggressive marketing *can* be misleading; and every publication *does* need to fit into a campus culture. Nevertheless, to stop thinking at any of these points is what, in our view, leads to problems.

The P.T. Barnum approach usually means a lot of noise and not much music. Rarely are overdone publications true or effective representatives of their institutions. On the other hand, Scrooges might find that in-house computer capability can deliver much-needed savings; but knowing how to wield a mouse or a cursor is not the same thing — by a long shot — as knowing how to write and design publications. An unfortunate side effect of proliferating software is the huge and swelling outflow of badly designed, written, and edited publications. When all the creative energy goes into bean counting, none is left over for communicating.

If overproduction and poor production have their hazards, the Supercilious Snob approach can be equally disastrous. The institution that refuses to consider its audience is at best rude; even in our free-wheeling, casual era, courtesy counts in the end. And finally, the Chameleon approach offends no one; nor does it turn anyone on.

Taking the Right Steps to the Right Message

Underlying all the conclusions we have heard from others and drawn for ourselves are these three principles:

(1) Too many top-level institutional administrators spend too little time thinking about admissions publications. (2) Creating effective, appropriate admissions publications (and case statements and awareness brochures and all the rest, for that matter) is a matter of hard thought, analysis, and work. (3) It is never too late or too early to evaluate and respect the role these materials play in the life of an institution.

Recognizing these tenets is the best way to be sure dollars and opportunities are not lost and to take the first step in creating publications that really do send the right messages to the right people. We drew upon our experience and the thoughts of some seasoned admissions professionals to compile a list of guidelines:

Antioch College. Antioch's viewbook (left) featured the college's innovative and extraordinarily successful cooperative education program. The section shown, entitled "Co-op: Some Personal Stories," includes a listing of all the cooperative education assignments held by eight students during their years at Antioch.

University of Baltimore. Tying words to images is at the heart of effective publications. This pamphlet *(right)* and an accompanying poster were part of the student recruitment package for a special seminar in writing and photography sponsored by the university's Master's Program in Publications Design, one of the few degree-granting programs that integrates writing and graphic design.

- ***Know thy institution.*** First of all, most of all, it is critical to do some intensive institutional soul-searching. Kathy Joseph, dean of admissions at La Roche College, puts it this way: "The process of developing publications is important for helping people within the institution muddle through varying perceptions and hypotheses. You come out with a clearer understanding of what the institution is about and what students should know."

Richard Moll, a national admissions expert and noted author, agrees: "Creating good publications forces decisions about mission and message. The process serves as a catalyst even if the finished products are lost in the mailbox."

Too many institutions forgo the soul-searching stage. Time, politics, inertia, maybe fear, are all culprits. It does take time, energy, and courage to ask the tough questions: "Who are we? What sets us apart from competing institutions? What student needs are we in the best position to address?" Yet without asking and answering these, an institution loses the opportunity to reach internal agreement on important issues, to build pride and ownership in the process and products, and to clarify the messages to be sent.

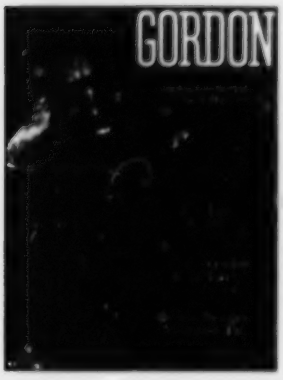
Rest assured that "campuswide participation" will occur *after* the publications come out, especially if important constituencies were ignored early on or if key points were not given proper emphasis. Postpartum nit-picking is easy, prepublication soul-searching is not. But the easy part of the process, like most easy things, has little value.

At the same time, a committee — however representative and insightful — should not write the copy or oversee design. The result of committee-produced publications is usually the infamous camel. The trick is to touch all the bases, consider all the constituencies, and factor in every idea and viewpoint, *then* to give the design and copywriting job to some one person capable of synthesis and style, and let that one person be editor-in-chief.

- ***Know thy audience.*** "Because of my age, it's hard for me to tell if a publication is 'good,'" confesses Gayle Pollock, director of admissions at Allegheny College.

Alas, most of us must accept that teenage tastes don't necessarily parallel those of graying administrators. But this doesn't absolve us from following the Number One Rule of communi-

The Putney School. [illegible]



Gordon College. The theme "Speaking From the Head and the Heart" was developed for Gordon College, a Christian college on the north shore of Boston that emphasizes both Christian values and academic excellence. A magazine format was used *(right)*. The student on the cover was featured in an article entitled "Why I Chose Gordon Over Yale."

cation: Know the audience. We must take time to conduct some research, but not necessarily big-ticket surveys resulting in fat volumes of data. "Several well-placed phone calls can often do the trick," as Richard Moll says, and focus groups often yield just the information you need.

It's important, too, to conduct commonsense research. Observe your students and the high school students who resemble them. Ask your own college-seeking children. See how they rate your institution's publications and your competitors'. Ask what kinds of information they're looking for in what form? Do they like and believe in quotations? Do they prefer brief chunks of text or long essays? One thing we think you'll find is that students want to know some very nitty-gritty stuff: What's the food like? What are the sleeping and bathroom arrangements? How demanding, really, are the professors? The answers to these questions, we fear, are all too often left out, when they're not that difficult to include.

The matter of photographs is extremely important. Ask students what kinds of photographs appeal to them. Our experience and research suggest, for example, that students aren't fooled by posed photos of a potpourri of beaming undergrads in front of Old Main. Even the most naive students tell us that they *know* what the inside of a classroom looks like and don't really need to be shown very much of what is common to all educational institutions. We also know that four-color photos hold more appeal than black-and-white ones. But spontaneity and believability are the essential traits of any "good" photograph. Students really will read the text — usually after looking at the photos.

• ***Be willing to take a stand.*** No institution is — or should try to be — for everyone. Yet too many publications come off the presses touting an endless stream of all-encompassing messages. Do these sound familiar: "We're committed to excellence and diversity." "We have the best-of-both-worlds location." "Our faculty is committed to both research and teaching." "Students receive a solid liberal arts education, yet land jobs in their chosen career fields." Such phrases are evidence of lazy thinking. When preparing copy, we have a list of banned words, including *quality, commitment,* and *excellence.* They usually creep in, but starting without these crutches is a good way to test whether or not you're taking a stand, saying anything at all, and really thinking.

Taking a stand means writing about a particular institution to a particular audience. Trying to reach everyone usually leads to touching no one. Worse, you run the risk of misleading students, who, if they visit the campus, will find out the truth anyway.

This brings up our panel's next conclusion.

• ***Tell the truth.*** "Publications should be honest," insists Michael Donahue, director of admissions of Kalamazoo College. "They should reaffirm credibility. There should be no unpleasant surprises for students when they visit. Tell your story the way you want to be treated."

This last bit of advice makes special sense to us and is an effective way of judging just about everything in a publication. If you want respect, serious consideration, enthusiasm, warmth — deliver it. In short, tell your story as if to someone you value and respect, a human being with honest concerns and understandable skepticism.

This attitude, perhaps above all else, helps to avoid many publications pitfalls. You'll avert the lazy dependence on tired, meaningless slogans. You won't tout the "great cultural attractions of a city only two hours from campus" when you remember that students almost never make the trip. You won't brag about faculty superstars who in fact never teach undergraduate courses. You won't overstate or misstate statistics on class size, admissions profiles, placement rates, and financial aid opportunities. You will address human concerns that at first blush might not seem sufficiently academic: the fraternity/sorority situation, the food, receptivity and resources for minority students, campus security, campus life as it really is on weekends, and so on.

• ***Seek to educate and elevate.*** Barbara Fritze, dean of enrollment management at Goucher College, says that "good publications must be in-depth; they must make students stop and think." We see no reason why an educational institution can't begin the process of education in its admissions publications — we don't mean preaching. We see no reason why the process of elevation shouldn't be part of the goal of every admissions publication — we don't mean pontificating.

We do mean that a publication should portray, in depth and with style, what it is about University X or College Y that helps a student shape a philosophy or start a

career. We also mean that a publication has a responsibility to respond to questions that transcend a specific institution: Why should an 18-year-old or a 30-year-old spend time and money reading, attending lectures, writing papers, doing experiments? Does *where* you go to college really matter in the long run? How, really, does higher education matter?

If an institution cannot anticipate and address these and related issues, then prospective students and their parents have the right to question what their tuition dollars are buying. In tight economic times, private institutions especially must be able to justify their greater expense by focusing on the value-added benefits they offer. And they must do so in a direct, no-nonsense manner.

• ***Respect — and marry — words, pictures, and design.*** We've watched students "read" admissions materials. What often happens is this: a cursory glance at the pictures, usually beginning at the back, the way we flip through magazines, then they pick and choose which sections to read — if any. As Tom Abrahamson, dean of admissions at De Paul University, explains: "Young people relate visually and think categorically. Some sections of a publication should be nonlinear so students can bounce around."

This seems to be sage advice indeed. Young people do have their ways of seeing and absorbing information. We should respect that and if not pander to youth culture, at least recognize its particularities. We've heard "communications experts" advise that pictures and pictures alone should carry a book. As writers, we wince. As specialists in working for educational institutions, we protest aggressively. The image is powerful and should be used powerfully. For our work, however, the image cannot stand alone. It must be tied to the words and ideas so that words and images reinforce, illuminate, each other. This takes some hard, imaginative, and creative thinking. Too often, a batch of words goes to a designer with this instruction: "Here. Make this look good." Matching words, images, style, and tone is as important as matching all these to the institution itself.

Postpartum nit-picking is easy, prepublication soul-searching is not. But the easy part of the process, like most easy things, has little value.

More and more institutions produce well-designed materials, and this increasingly high design standard is laudable. It also means, ironically perhaps, that the text itself assumes greater importance. Given six beautifully designed pieces, the one that will stand out will do so because of its words. Therefore, every word must count. Students *will* read, especially if the language is lively, personal, thoughtful, substantive, and honest. (Don't forget the importance of good headlines — the catchy and informative instead of the generic "Students," "Campus Life," "The Faculty." The headline can make the difference between drawing readers in and turning them off.)

• ***Sweat the often overlooked details.*** "The most important admissions publication is the application form," Princeton's dean of admissions, Fred Hargardon, reminds us. "Everyone reads *that*. What you ask a student to include sends a signal about the institution."

Other signals sending powerful messages include the admissions office form letters and requests for further information; the materials that go out from faculty members, student organizations, and the like; the helpfulness, or lack of it, of the person who answers the phone; the attitude of the student tour guides — all the "little" things a student encounters throughout the college-seeking ordeal . . . but that takes us out of the bounds of this article.

• ***In-house or out?*** We've seen and envied masterful publications created by in-house staff members — and the reverse. We've seen disasters thrown together by outhouse experts — and the reverse. We have come to believe that everything depends on knowing *why* you're doing the work, *for whom* you're doing it, and *what* you're doing.

What It's All About

We know, too, that whatever the configuration of the publications team, the shortcuts never, never work. The process is, must be, delicate, often painful, always difficult, and extremely rewarding when things turn out right. Over the years, we've encountered just about all the hurdles imaginable and witnessed the best and worst of human nature in ourselves and others. We've fallen in love, professionally speaking, with most of our clients, which usually tells us we're on the right track. Love is very much a part of the process; without it, shrinking back from the tough parts would be all too easy. With some institutions, the chemistry has just been wrong; we never truly connected. Sometimes that's been our fault, sometimes not.

Through it all, our faith in the value of education has grown to be ever more profoundly deep. The images and ink that portray educational institutions in particular also speak for education in general. The better any single publication, the better off we all are. For the second half of our careers, with our share of successes and mistakes under our belts, we're hoping to think harder and smarter about how to get out — in all its variety — this message: Education is the best hope any of us has. At heart, that's why all this matters. ■

Jane Eblen Keller is associate professor in the Publications Design program at the University of Baltimore, Charles St. at Mount Royal Ave., Baltimore, MD 21201. David Treadwell is president of the marketing and communications firm Treadwell Associates, 79 Cortland La., Boxborough, MA 01719.

COLLEGIALITY AS "GETTING ALONG"

by John B. Bennett

References to "collegiality" abound in academic discourse, and the term enjoys an honorable status. However, its meanings are multiple and often confusing. Yet collegiality, as I would define it, is a powerful force. Indeed, it is the glue that binds a faculty or institution — and its lack is the source of much that we deplore in academe.

Sometimes "collegiality" refers to shared decision making between administration and faculty. More often, though, it is the sharing of decisions among the faculty itself that seems to be at stake — as is the case with faculty debates about curriculum changes or about hiring or promoting. In both contexts, the collegiality in question refers to a dimension or manner of governance.

A third use of "collegiality" seems to refer to widespread acceptance within an institution of its special defining values or features. Here, collegiality involves individual allegiance to a particular set of important institutional values — as at evangelical institutions, for example. Similarly, institutions with special constituencies or special teaching approaches (such as the great books or experiential education) might demand individual acceptance of and loyalty to the institutional mission.

John B. Bennett is provost and vice president for academic affairs at Quinnipiac College, Hamden, CT 06518.

However, even in such places, just as in the more rank-and-file institutions, a broader and more generic form of collegiality (in the sense of "colleague relationship") is at work in, and seems presupposed for the work of, the institution. We usually don't say much about it, but this fourth and primary meaning is collegiality in some root sense of "getting along" with our colleagues. After all, one might believe deeply in shared decision making or display full allegiance to a great books curriculum and still fail miserably at working with one's associates.

The Glue We Don't Talk About

This broad and generic sense of collegiality need involve nothing on the order of doctrinal purity or ideological commitment. I am talking about a much simpler matter. "Getting along" refers to the behavior we expect of the collegiate professional.

Yet, it is remarkable how infrequently we hear references to *this* sense of collegiality — involving individual relationships and responsibilities (indeed, responsi-

bilities in relationships), rather than governance notions.

The paucity of discussion about the concept is striking, for our successes and accomplishments in teaching, research, and service seem somehow connected to the quality of relationships with our colleagues. Indeed, that there is some connection seems so obvious that the silence about it is puzzling. After all, none of us is simply and antiseptically inserted into a department, school, or college. Some faculty might seem to behave as though they were, but relationships to and with others do influence identities and activities — our own and those of our colleagues — in at least some minimal way.

Collegiality in this sense of getting along with colleagues is more than just forswearing hostility and belligerence. I suggest there is a positive component of at least two dimensions. First, collegiality involves the disposition to credit colleagues with a share of the power and authority residing in the *collegium*, a share roughly equal to the share one claims for oneself. And second, since higher education attracts people who might value their independence to the point of isolation, collegiality involves no less the willingness of each person to seek the judgment of colleagues on work in progress.

We might think of the faculty member as the quintessential individualist, but in reality he or she conducts all professional activity in a context defined by the *collegium*. After all, teaching is never done just out of one's own solitary resources. It is a social art, connected to what has gone on before and is going on currently — beyond, as well as within, this or that classroom. This same indispensable connection to others holds in research and, even more obviously, in service. There is a social and communal dimension to almost everything the individual faculty member does. Wide is the range of activity in which "getting along" is important.

Accordingly, a minimal level of cooperation with colleagues, an appropriate respect for their contributions, and a willingness to explore with them one's own ideas and work as well as one's teaching triumphs and frustrations seem essential for the conduct and continuation of the profession. Without some minimal intellectual reciprocity, the *collegium* simply no longer exists.

The current rancor about "political correctness" ought to remind us of this. For it is precisely the failure to extend to colleagues those courtesies and considerations expected from them for oneself that characterizes the unattractive displays within higher education now receiving public attention and condemnation — as well as imitation.

Making a Distinction Among Terms

Reluctance to acknowledge this sense of collegiality probably has several roots. For instance, some might regard the concept as fuzzy and its measurement unreliable. And indeed, collegiality is not criterion-referenced in the way that research is, or that teaching can be.

Alternatively, fears that dissent might be stifled or academic freedom compromised might be at work. Collegiality does include the *manner* in which we carry out our teaching, research, and service responsibilities, and so its measurement might appear to some to be vulnerable to subjective excess and to personal preference.

Attending more carefully to the language we use might be helpful at this point, for broad distinctions can be drawn between the sense of collegiality we are discussing and notions of *civility, cordiality, congeniality, camaraderie, cooperativeness* — though much might turn on individual circumstances.

Consider *civility*. After all, the honesty and sensitivity to others that this term calls to mind are important personal attributes and skills that at some point do become professional ones as well. Certainly the notion of an effective teacher who is abrasive with students, who deceives or misleads them, seems an oxymoron. And remember the demands made upon civility for faculty having to share equipment or space or both. So civility seems to be a minimal requirement, a necessary condition, for collegiality.

Still, one can be civil toward colleagues and yet lack collegiality — that is, one can, albeit politely, display absolutely no interest in a mutual sharing of professional activities. So more than civility seems to be involved.

Further, collegiality does not seem to be closely tied to *cordiality*, or vice versa. After all, one need not perceive others (or be perceived by them) as likeable in order to cooperate with them, or to extend to them the power and authority of the *collegium*. Conversely, people can be tiresome (or austere) and still collegial. So certainly friendship is not a necessary condition.

Nor is *congeniality* a prerequisite for collegiality, or a necessary consequence. There are, indeed, matters of comport commonly held in high regard among the professoriate. Elegance in expression, deftness in social situations, and an engaging wit or personality are some. They might augment or enhance collegiality, but they seem far from necessary (much less sufficient) conditions. Cooperation seems much more important, even when stolid and unimaginative.

To be sure, faculty who regularly put on airs risk alienating colleagues and diminishing collegiality. And those who consistently shorten the happiness of others clearly tread upon matters of collegiality, as do those who promote suspicions and smallness of pursuits. Even those who consistently give praise out of proportion to dessert can count on diminished effectiveness. Still, tendencies to embellish and to exaggerate are often tolerated and cause no real damage to collegiality. In clear contrast are activities that belittle others, that are abusive in character, that deliberately mislead.

Is, then, collegiality a type of *camaraderie*? Camaraderie is connected with the concept of sensitivity, of course, but seems to go far beyond it in evoking a larger cause pursued by colleagues engaged and deeply bonded, one with another. Certainly a department of sullen and withdrawn individuals can be said to lack collegiality and to be a drain on the energies and productivity of

A minimal level of cooperation with colleagues, an appropriate respect for their contributions, and a willingness to explore with them one's own ideas and work as well as one's teaching triumphs and frustrations seem essential for the conduct and continuation of the profession.

others. But "camaraderie" itself might express too much. It is a gift and rightly celebrated when present, but it seems not a necessary condition of collegiality. No more than friendship is it something to be commanded. Rather, like charisma, it seems ultimately to defy causal analysis.

We return, then, to the notions of civility and of cooperativeness as closely connected to the concept of collegiality. *Cooperativeness* — the willingness to interact productively — seems essential to collegiality, certainly if the alternatives are regular misunderstanding, disagreeableness, or indifference. Of course, "getting along" can be accomplished by compromising essential academic or institutional values. On such occasions, conflict might be precisely what is required in order to protect or promote necessary goals or values. The appeal to cooperativeness is misplaced when it serves simply to rationalize diminished standards or vested interests.

Consider Three Cases of Missing Collegiality

Some examples might help to clarify further this concept of collegiality. Let's look at three.

- The first involves a faculty member's vague appeal to past failures as a rationale for refusing to work with colleagues. Consider Prof. Hildegard, who repeatedly disregards injunctions to cooperate on such matters as curriculum or departmental chores. "Cooperation," she asserts sadly, "is out of the question — an utter waste of time, as my previous efforts have amply demonstrated. Please just leave me alone."

It might be that the department composition has changed since Hildegard was hired. Perhaps the subdisciplinary specializations of the more recent faculty members are different from her own, and her initial efforts to communicate with them were unsuccessful. Very likely there are also elements of personality, gender, or age conflict. Hildegard's conclusion: "The only reasonable course of action is to go it alone. The others have already indicated their unwillingness to change or to cooperate."

This might seem to be a fairly easy case to analyze, as Hildegard cites nothing that warrants her refusal to cooperate. Granted the prospect of friendship is remote indeed, and expectations even of cordiality seem unrealistic; still, Hildegard's complete indifference to her department colleagues is unacceptable.

However, resolving the case is likely to be more difficult. The chairperson might wish to explore with Hildegard alternative ways she might initiate cooperation, as complete isolation from colleagues is both unprofessional and self-indulgent. Perhaps inviting Hildegard to share some part of her own experience or work would be a first step. Small successes might then lead her to develop interest in her colleagues' work.

Likewise, the chairperson would want to confront the faculty member who argues that pursuit of scholarly research prohibits attendance at department meetings, or that curriculum revision planning meetings are ill-advised to begin with and so do not merit involvement or contribution. After all, sustained faculty divisions reflecting age, specialization, or personality conflict remain intact only at the expense of department or college unity and integrity.

- A second example turns on common practices in evaluating student performance. Such practices or expectations contribute to establishing the identity and character of a department and an institution. That identity can be jeopardized, or at least thrown into confusion, when an individual faculty member's expectations run completely contrary.

Consider, for instance, Prof. Makeba, who consistently awards all *A*s in a course, other sections of which average *C*+ when taught by other professors. Questioned by the department chairperson, Makeba initially alludes to strong student abilities but then quickly and rather woodenly passes on to comments about academic freedom.

Is the grading or credentialling function properly outside the scrutiny of colleagues, in the way that Prof. Makeba's reference to academic freedom would suggest? It's important to separate issues of procedure from those of principle.

To be sure, we might currently have few collective procedures to secure more collegial outcomes. But in most departments, hiring and curricular decisions have long been made collegially; grading and credentialling decisions involve many of the same considerations. So we have a long history of successes on which to build.

After all, the principle is that grading standards both presuppose and express the ability of a faculty to display and observe collective standards. If we give up on this, we give up on the *collegium* and settle instead for a mere collection of individuals. So this, too, is an area in which "getting along" seems fundamentally important — requiring a willingness to articulate and defend judgments about academic standards before colleagues and to have similar expectations of them.

- As a third situation, consider

Properly understood, then, collegiality does not stifle dissent or eclipse individuality. Indeed, it is only in the truly collegial department and college that diverse individuality can flourish — founded on respect rather than evasion.

the new instructor whose behaviors increasingly resemble those of the longtime (and tenured) department malcontent, Dr. Cuthbert. Cuthbert has a reputation for resisting new initiatives and for unremittingly criticizing colleagues and administrators alike. The chairperson has given up on efforts to reform her and tries simply to keep her isolated.

The new instructor, Prof. Salazar, is on a probationary contract. His academic credentials are comparable to those of his department colleagues — that is to say, adequate, though not the best the glutted market could provide. His teaching effectiveness seems no better or worse than theirs. Is the chairperson justified in not renewing Salazar's appointment over concerns about his collegiality and "fit" with the department?

Given no special compensating factors about Prof. Salazar, most chairpersons would probably judge the unity and harmony of the department of greater importance — especially since it is easier to avoid a problem during probation than after tenure.

Of course, it is easier still to consider the factor of collegiality in the hiring decision, thereby lessening the possibility of having to take unpleasant action later on. The difficulty is having to judge promise on the basis of insufficient evidence. After all, individual commitment to collegiality might be superficial, and the appearance of devotion to collegial principles can mask an underlying subversion of them. But such subversion is unlikely to continue for long before becoming all too apparent.

In good part, it falls to the chairperson to augment collegiality within the department, and to the dean to improve it within the college. Both chair and dean have a responsibility to make their units more than simple aggregates of individuals. Each administrator needs to identify and promote ways to facilitate this larger unity, to nurture and extend collegiality.

In Support of Intellectual Inquiry

In effect, collegiality is both a reflection and an actual expression of this underlying fact of interdependence. But the interdependence must be recognized and nourished. Suspicions toward colleagues must be overcome, as must tendencies to dominate, to ignore, or to retreat. Collegiality requires the willingness of colleagues to risk being vulnerable — to present and to critique ideas and judgments before colleagues, rather than simply to carp or to complain with no exposure of self or, worse, to do nothing. Likewise, collegiality requires a willingness to make appropriate allowances for the human weaknesses of others, by setting and modelling high (but not unapproachable) levels of expectation and defending these in promotion and tenure discussions.

How well the department or the college succeeds in these respects is commentary on its underlying *collegium*, for the *collegium* supports as well as expresses the intellectual spirit and life of an institution. It is necessarily localized — though also informed by colleagues at a distance and by values they share. As localized, it is *this* department or *this* college with *these* people — funded by mutual respect, by the willingness in principle of each individual to apply to self the same standards of practice and accomplishment expected of others.

In the final analysis, for any academic department or college, its reason for being is the conduct and support of intellectual inquiry. It shouldn't be surprising, therefore, that the logic governing inquiry is ultimately the same logic as that defining collegiality. Indeed, the intellectual authority shared in inquiry is rooted in a common grasp upon the principles of the profession and the discipline.

Insufficiency of grasp cannot be corrected or compensated by personal power or charisma, for the conditions underlying and making possible free academic inquiry also make any relativization of values self-contradictory. We must extend to ourselves the expectations we hold of others, and vice versa. That is, inquiry cannot be conducted or sustained unless there is a willingness to expose both its processes and results to the scrutiny of others and to participate in the review of *their* inquiries. This requirement holds of inquiry at all times and at all places. It is not relativistic.

So inquiry and collegiality go hand in hand. Scholars must stand ready to assist one another in gaining and sharing knowledge. No inquiry is completely self-contained. At some level, we must work with others to complete our own work. To insist upon our own position at the expense or exploitation of another is to fail both in collegiality and scholarship, and thereby in academic citizenship.

Properly understood, then, collegiality does not stifle dissent or eclipse individuality. Indeed, it is only in the truly collegial department and college that diverse individuality can flourish — founded on respect rather than evasion. And ultimately, it is this ability of colleagues to "get along" that is the prerequisite for those expressions of collegiality in governance and shared decision making with which we began. ■

ABOUT TEACHING & LEARNING CENTERS

Your questions answered, courtesy of the AAHE Teaching Initiative.

by Kathleen M. Quinlan

Many campuses, as they reexamine the status of teaching within their faculties, raise the option of organizing a formal program or center to promote teaching excellence. In recent months, AAHE's Teaching Initiative has received numerous inquiries about teaching and learning centers. Too, leaders of the Professional and Organizational Development in Higher Education (POD) Network — the primary professional organization for professionals from instructional-enhancement programs — report being deluged with calls. Administrators ask, "What do you know about such centers? What have institutions like ours done with them? Have you advice or suggestions to offer? Where can I get further assistance?"

Most of the existing teaching-improvement centers were established only in the past decade, although an early generation of programs came into being in the 1970s, when several foundations were awarding grants for instructional enhancement. Today's interest in "taking teaching seriously" has led to a new round of interest in such centers, which in turn led us to converse with and collect materials from several dozen of them. Here's what we found.

A Variety of Programs and Services

Teaching-improvement activities take a variety of forms and can be clustered by primary focus into several categories: instructional development, organizational development, faculty development, educational research, and related programs and projects. In reality, most centers mount a range of activities across these categories; stating them, however, helps inquirers understand better the range of emphases one might choose in starting a center.

Instructional development. The term "instructional development" has traditionally referred to assistance offered at the level of the course and the curriculum; it focuses on the effectiveness of *what* is being taught to *whom*. The Instructional Development and Evaluation unit of the Ohio State University Center for Teaching Excellence exemplifies this focus by assisting faculties with the design of new courses, the development and use of new instructional materials and technologies, the evaluation of courses and curricula, and the analysis of student performance measures.

From these faculty-oriented services it is often but a short step to instructional-improvement programs aimed at students. The work of academic support offices or of a learning resource center — coaching individual students to improve their study habits and learning strategies, for example — often is tied to that of an instructional-development office.

Organizational development. Programs in this grouping typically focus on institutional structures and processes that make up the environment in which teaching takes place. Programs with a systems orientation might coordinate communication and activities between various units in an institution, establish and administer grants and awards, or become advocates for change in faculty reward systems. Such programs sometimes appear in the form of consortia between colleges or within a state system of higher education.

For example, operating with a total budget of $300,000, the Undergraduate Teaching Improvement Council serves the thirteen universities of the University of Wisconsin system and thirteen 2-year centers around the state. Charged with fostering innovation in undergraduate teaching, it funds major institutional and interinstitutional projects, holds conferences and retreats, and sponsors a fellowship program that enables less-experienced faculty to engage in projects related to their teaching and to share their work with colleagues in a summer institute. The Council also plays a major role in advising the University of Wisconsin system administration and Board of Regents on policies and issues related to undergraduate teaching.

Faculty development. Faculty-

A few programs, such as the University of Delaware's Center for Teaching Effectiveness, have made an effort to learn more about impacts. On a survey, it found that 73 percent of faculty users responding indicated that they *had* made changes in their teaching strategies with the center's assistance.

development services can be grouped into two general categories, both geared specifically toward assisting individual faculty members engaged in teaching. Some centers, such as that at Loyola University of Chicago, take a holistic approach to faculty development and offer personal-development services — how to manage personal finances or family communication, for example — in addition to typical career-development support. More standard faculty-development programs tend to focus primarily on professional matters and provide teaching-enhancement services such as videotaping and facilitating self-analysis of teaching style, coordinating discussion series, hosting special speakers and workshops, and demonstrating how to use various media or new instructional technologies.

Educational research. Another approach, modelled by the University of Michigan's Center for Research on Learning and Teaching, seeks to advance the scholarship of teaching by conducting and disseminating research in educational psychology. In the interests of advancing knowledge and of gaining credibility among research-oriented faculty at a major research university, center staff want to "base their faculty assistance on data rather than speculation" (1986-88 biennial report).

Related projects. The assessment movement has sparked projects, such as the Harvard Assessment Seminars, that have the power to produce the effects that teaching and learning centers aim toward. As Richard J. Light, the convener of the Harvard seminars notes, "Just having the Seminars gave a hundred professors interested in teaching improvement a specific place to go, to share ideas and get assistance. . . . Even beyond the designing and reporting out of studies, it became the center for new conversation about teaching" (*AAHE Bulletin*, May 1990, p. 7). Although these seminars were conducted apart from the established Derek Bok Center for Teaching and Learning (formerly the Danforth Center), they clearly represent a faculty-development exercise aimed at altering the culture of an institution and at bringing new practices to the attention of teaching faculty.

Most teaching and learning centers take an eclectic approach to pedagogical improvement, mixing activities from several categories. Other common activities of teaching-improvement programs include circulating newsletters, maintaining libraries of materials, consulting on the documentation of teaching for faculty evaluations, coordinating peer classroom visitations, and leading TA training and new-faculty orientations.

Program Implementation

Just as teaching and learning programs are diverse in their activities, they also vary in their internal and external organization.

Many are funded, or at least launched, with outside grants from sources such as Lilly Endowment, FIPSE, the Mellon Foundation, the W.K. Kellogg Foundation, and the Danforth Foundation. In the early 1980s the Bush Foundation sponsored faculty-development programs aimed at improving undergraduate education at forty-five colleges in Minnesota and the Dakotas. In many institutions, though, centers have been started and continued as hard-line budget items. An institutional commitment to fund such a center makes a powerful statement about teaching and learning as a campus priority.

The costs of running a teaching and learning center vary widely. At Moorhead State University, in Minnesota, with a faculty of 350, a center operates on volunteered committee time plus a few thousand dollars for printing costs, workshops, and seminars. The Center for Teaching Effectiveness at the University of Texas at Austin, to take a different example, has a hard-money budget of $210,000, which includes salaries and operating budget; its university funding is currently supplemented by a three-year FIPSE grant in support of a special project. The University of Georgia's Office of Instructional Development administers a total budget of about $500,000; an Instructional Resources Center, a separate unit that reports to that office, has another half-million-dollar budget.

Susan Holton, assistant to the president at Bridgewater State College, puts the funding issue in perspective as she describes her college's volunteer Committee on Teaching Quality as a program "whose history has been one of minimal financial support and maximal impact." Holton attests, "If you have only a couple of thousand — or hundred — dollars to work with, but you find people who want to expend the energy to do it, it will work" (Magnino 1990).

Money does matter, but many directors emphasize that their program's success rests on the support it receives (or not) from faculty and administration. Cliff Woods, vice president for academic

affairs at the County College of Morris, emphasizes the need for faculty ownership. Morris's four-year-old Center for Teaching Excellence was set up by a faculty committee and is now run by a faculty member on a two-year term of full release time, under the guidance of a blue-ribbon advisory committee.

At the University of Georgia, there have been several highly visible signs of support from the administration. The university funded a new, prominently located building for the center (aptly called Instructional Plaza); it also increased the number of $1,000 teaching awards from two to five and raised the stakes by adding a $5,000 permanent salary bonus for each honoree.

Where to house a program? How to staff it? Directors recommend no one model but emphasize the distinctive culture of each institution and different ways a program might achieve greatest credibility. Often programs are free-standing and report to a chief academic administrator; sometimes they are part of the instructional media unit; more recently they have been housed with student learning centers or academic assistance offices; a few are housed in the university library, reporting to the director of the library.

Tied to those organizational concerns is the question of who will run the program. Some are directed by an administrator who also has other responsibilities, augmented by a faculty committee. Such an arrangement is often most economical, especially for small colleges; such programs typically offer the fewest services and can alienate faculty members if the administrator also holds the power of personnel decisions.

Mary Deane Sorcinelli, director of the Center for Teaching at the University of Massachusetts-Amherst, recommends a full-time director for an effective instructional-development program, since a single individual with sufficient time is needed to coordinate activities, maintain contacts within the university, be familiar with faculty needs and interests, and otherwise advance the program. This lead staff member might have a background in education or be a distinguished faculty member; regardless of disciplinary background, coordinators who continue to teach a course enjoy greater trust and collegiality among their faculty clients (*POD Handbook* 1988).

Larger centers often do have a full-time administrator and frequently have additional assistance from part-time faculty associates. The Faculty Teaching Excellence Program at the University of Colo-

Some Neat Ideas . . .

Virginia Commonwealth University
Center for Educational Development and Faculty Resources
Twice a year, the university publishes *VCU Teaching*, a magazine featuring exemplary teaching occurring on its campuses.

Syracuse University
Center for Instructional Development
The center assists departments and individual faculty members interested in using the teaching portfolio as a tool for documenting and evaluating teaching effectiveness.

University of Washington
Center for Instructional Development and Research
The center believes in linking instructional improvement with the content of the disciplines and concentrates, therefore, on stimulating departmental efforts.

Bemidji State University
Center for Professional Development
The center sponsors an Undergraduate Teaching Associate Program, which matches qualified seniors with faculty members to assist in the planning and teaching of a course.

University of Texas at Austin
Center for Teaching Effectiveness
To be promoted to assistant instructors, teaching assistants must take a course on college teaching, which the university's Center for Teaching Effectiveness helps departments to design.

Harvard University
Derek Bok Center for Teaching and Learning
The center coordinates a Women Teaching Fellows Network as part of its Gender and Teaching Program.

Southwest Texas State University
Faculty Advancement Center
Faculty are offered the use of high-tech equipment, such as optical scanners, color printers or plotters, and specialized software at the Faculty Advancement Center. Gerald Farr, the center's director, asserts, "Equipment resources can often be used as the carrot to draw faculty members into workshops or training sessions to renew or to enhance teaching-related skills in a nonthreatening way." (*POD Handbook*, p. 37)

Miami-Dade Community College
All new faculty are required to take two graduate courses on college teaching, which are coordinated by the Teaching/Learning Project. The courses are offered in modules that can be audited by veteran faculty, who are not required to take them.

University of Georgia
Office of Instructional Development
The office links junior and senior faculty through the Teaching Improvement Program (TIPs), which provides new teachers with advice and feedback from a mentor.

Randolph-Macon Woman's College
Its faculty-development director makes subscribing to teaching journals more attractive by coordinating the ordering of subscriptions so faculty members can receive group rate discounts.

Dallas County Community College District
Reading Room
The college's "Reading Room" and related newsletter bring new books, articles, audiotapes, and videotapes to faculty attention in a lively, interesting way, then make it easy for faculty to get hold of the materials they want.

Directory of Referenced Centers

Bemidji State University, Center for Professional Development, Hagg-Sauer 357, 1500 Birchmont Drive NE, Bemidji, MN 56601-2699; ph. (218) 755-3984.

Briar Cliff College, Faculty Development Center, PO Box 2100, Sioux City, IA 51104; ph. (712) 279-5596.

Bridgewater State College, Committee on Teaching Quality, Office of the President, Bridgewater, MA 02325; ph. (508) 697-1201.

Carnegie Mellon University, University Teaching Center, 203 Bldg. B, Pittsburgh, PA 15213-3890; ph. (412) 268-2896.

County College of Morris, Center for Teaching Excellence, Director, Rt. 10 and Center Grove Rd., Randolph, NJ 07869; ph. (201) 328-5604.

Dallas County Community College District, Reading Room/Innovation Exchange, R L. Thornton Jr. Building, 701 Elm St., Dallas, TX 75202-3299; ph. (214) 746-2053.

Harvard University, Derek Bok Center for Teaching and Learning, Science Center 317-319, One Oxford St., Cambridge, MA 02138; ph. (617) 495-4869.

Loyola University of Chicago, Career Development Program, Chicago, IL 60626; ph. (312) 274-3169.

Miami-Dade Community College, District Administration, Teaching/Learning Project, 300 N.E. 2nd Ave., Miami, FL 33132; ph. (305) 347-3775.

Moorhead State University, Faculty and Instructional Development Center, PO Box 390, Moorhead, MN 56563; ph. (218) 236-2341.

Ohio State University, Center for Teaching Excellence, Instructional Development and Evaluation, 60 Neilwood Gables, 2096 Neil Ave., Columbus, OH 43210; ph. (614) 292-3644.

Pennsylvania State University, Instructional Development Program, 1 Sparks Bldg., University Park, PA 16802; ph. (814) 863-2599.

Randolph-Macon Woman's College, Learning Resource Center, Lynchburg, VA 24503; ph. (804) 846-7392, ext. 279.

Sonoma State University, Center for Teaching and Professional Development, 1801 East Cotati, Rohnert Park, CA 94928; ph. (707) 664-2830.

Southwest Texas State University, Faculty Advancement Center, 601 University Drive, San Marcos, TX 78666; ph. (512) 245-2112.

Syracuse University, Center for Instructional Development, 111 Waverly Ave., Suite 220, Syracuse, NY 13233-2320; ph. (315) 423-4571.

University of Colorado at Boulder, Faculty Teaching Excellence Program, Campus Box 360, Boulder, CO 80309; ph. (303) 492-4985.

University of Delaware, Center for Teaching Effectiveness, Newark, DE 19716; ph. (302) 451-2027.

University of Georgia, Office of Instructional Development, Instructional Plaza, Athens, GA 30602; ph. (404) 542-1355.

University of Massachusetts-Amherst, Center for Teaching, 239 Whitmore Bldg., Amherst, MA 01003; ph. (413) 545-1225.

University of Michigan, Center for Research on Learning and Teaching, 109 East Madison St., Ann Arbor, MI 48109-2993; ph. (313) 764-0505.

University of Oklahoma, Instructional Development Program, Carnegie 116, Norman, OK 73019; ph. (405) 325-3521.

University of Texas at Austin, Center for Teaching Effectiveness, Main 2200, Austin, TX 78712-1111; ph. (512) 471-1488.

University of Washington, Center for Instructional Development and Research, 107 Parrington Hall, DC-07, Seattle, WA 98195; ph. (206) 543-3588.

University of Wisconsin System, Academic Affairs, Undergraduate Teaching Improvement Council, 1640 Van Hise Hall, 1220 Linden Dr., Madison, WI 53706; ph. (608) 263-2722.

Virginia Commonwealth University, Center for Educational Development and Faculty Resources, 812 West Franklin St. Room 1, Richmond, VA 23284-2016; ph. (804) 367-1121.

Wabash College, Teaching and Learning Committee, Crawfordsville, IN 47933; ph. (317) 364-4314.

rado at Boulder, for example, serves a faculty of 1,700 and is run by a director, a part-time faculty associate, a half-time graduate assistant, and a clerical support person. Maryellen Weimer, director of instructional development at the Pennsylvania State University, notes that buying fixed-length release time for faculty associates to work part-time for the center "constantly infuses the program with new ideas and energy" and serves to reward good teaching within the institution (Weimer 1990).

Smaller programs, such as the Center for Teaching and Professional Development at Sonoma State University, tend to rely on faculty members with reduced teaching loads for service as program directors.

Program Evaluation

Despite a wealth of information on the organization of instructional-improvement programs, there exists a dearth of information on their evaluation. Does faculty participation in center programs prompt real changes in their teaching? Do students learn more because of those changes?

In fairness, these are extraordinarily difficult questions for evaluators to answer; nor are direct gains in teaching/learning behaviors the sole reason or test for such a center. The evidence we do have comes largely from self-reports by faculty and administrators, from surveys assessing needs and interests in various activities, and from participation and satisfaction levels with program services. We know, for instance, that at Wabash College, 70 percent of the seventy-five full-time faculty have attended the college's annual end-of-the-summer faculty workshop; at the campuses supported by Bush Foundation grants, nearly 60 percent of an estimated 8,000 faculty had participated in one or more of the activities sponsored by the grants, with 87 percent of them reporting that their participation was productive.

A few programs, such as the

University of Delaware's Center for Teaching Effectiveness, have made an effort to learn more about impacts. On a survey, it found that 73 percent of faculty users responding indicated that they *had* made changes in their teaching strategies with the center's assistance.

Ingredients for Success

For those weighing a new program, these are lessons from the experiences of other campuses.

Climate. "Develop a culture of teaching," advises Susan Ambrose, codirector of the University Teaching Center at Carnegie Mellon. Her comment underscores the importance of underlying faculty and administrative support for the improvement of teaching. It also suggests that beyond *individual* consultation and improvement, successful programs might be ones that foster ongoing conversations among groups of faculty about pedagogical issues. If a program can help change over time the climate within which professors do their work, in such a way that it becomes clearer that the community values teaching, then ideas for improvement will be in the air and individual faculty will be motivated to make changes.

Evaluation. Though questions of climate are the messiest to measure, some programs have found ways to get data on the point. At the Bush Foundation sites, for example, 69 percent of the faculty perceived changes in norms about teaching at their institutions, citing increases in the use of writing assignments, variety of pedagogical methods, class discussions, and expectations of students. Also for climate issues, the perceptions of outside evaluators and visitors are sometimes relied on. Directors recommend building in a plan for evaluation from the beginning, especially so as to provide feedback about what is and isn't working.

Getting started. Faculty opinion and feedback can help in choosing how to allocate limited resources. Sorcinelli, former director of faculty development at Indiana University, Bloomington, describes that program's growth over time and warns that rather than becoming overwhelmed with a large hodgepodge of activities, a center should focus instead on a few key core services that directly support its mission. "Think big but start small," she suggests.

Visibility. In order to be a presence on campus, it is important to maintain visibility. The Center for Teaching Effectiveness at Delaware, for example, finds that a faculty newsletter helps it to keep a high profile; only 12 of 301 faculty returning surveys there indicated they were unaware of the center's services.

Impact. Beyond being visible, programs must offer a substantial service that has the potential to make a significant impact. L. Dee Fink, director of the Instructional Development Program at the University of Oklahoma, writes, "faculty members are more likely to change their attitudes and practices as a result of recurring discussions . . . than as a result of [a] one-time meeting, i.e., as in a workshop." (*POD Handbook* 1988, p. 24.)

The involvement of key leaders, especially deans and department chairs, can be important in the long run, since these people are in pivotal positions to ensure that commitment to excellence in teaching and learning remains a part of everyday life. They influence the climate within existing communities of faculty, and they hold power in deciding how scholarly activities shall be evaluated. If teaching-improvement programs can offer these leaders ideas and alternatives they can use themselves, the effects could be much more powerful than occasional, isolated contacts with individual, self-selected faculty.

Coordination and collaboration. Coordinating and centralizing all faculty- and instructional-development activities under one roof is one of the keys to success noted by Cliff Woods, of the County College of Morris. Its Center for Teaching Excellence oversees all of the different teaching-enhancement activities of the institution, such as its Master Faculty Program, faculty-development workshops and colloquia, Academic Alliances with local school districts, and so forth. If services are spread in small units across an institution, then those units should be collaborating rather than duplicating one another's activities, in the interests of efficiency and effectiveness.

Briar Cliff College appreciates the expertise within its own faculty and sees its Faculty Development Center as a grassroots organization made up of "faculty giving support to faculty," according to Judy Welu, assistant to the dean. In keeping with the center's philosophy of "building upon a base that is already there," it assists a network among the faculty and helps see to it that all individual requests are listened and attended to.

In addition to tapping the services and expertise available within their own institution, program organizers also can seek out other existing local resources. For example, Randolph-Macon Woman's College, in Lynchburg, Virginia, has a reciprocal agreement with several neighboring colleges that allows it to share the expertise of special speakers hosted by one of the other campuses, by sending representatives to the event. It also invites faculty from neighboring colleges to give presentations at Randolph-Macon.

In Sum

At a time when campuses are realigning priorities, any efforts to promote instructional improvement are to be commended. Prior experience, though, shows that some attempts are more effective than others. Programs that are guided by a clear vision of purposes and methods, endorsed by faculty and administration, respectful of the expertise and judgment of the faculty, and mindful

What's New in the AAHE Teaching Initiative

In the last few years, campus after campus has been reexamining its commitment to teaching, searching for new ways to improve and reward it. The AAHE Teaching Initiative is our attempt to assist in this work. The aim is to promote *a culture of professionalism about teaching itself* — that is, a campus culture in which questions about "what is effective" are topics of continuous and lively debate among faculty, where good teaching is recognized, valued, and rewarded.

Toward that end, the AAHE Teaching Initiative now entails several related lines of work.

The Forum on Exemplary Teaching. AAHE's commitment to issues of teaching and learning has long been evident in our programming for the National Conference. In 1989, with Jaime Escalante as keynote speaker and "Stand and Deliver" as a theme, we took the occasion to establish what is now an annual preconference feature, the Forum on Exemplary Teaching.

More than 500 faculty have now attended the Forum. Each year, AAHE asks campuses to identify "exemplary" teachers and "teachers of teachers" and to send them to the Forum, where they work together on ways to promote more powerful teaching on their own campuses. Delegates to the Forum then serve as liaisons between their campuses and the AAHE Teaching Initiative.

Planning for the 1992 Forum has begun. Watch for information about enrollment in the January *Bulletin*.

Cases About College Teaching and Learning. Law, medicine, and business have long used **cases** to communicate and enhance professional expertise. The thesis of a second project of the AAHE Teaching Initiative is that teachers — including college faculty — can improve their practice through similar serious exploration of cases and case-study methods.

Funded by Lilly Endowment, Inc., the three-year project aims to develop "cases" about college teaching and learning — detailed, narrative accounts of actual teaching episodes, be they about teaching *Macbeth* to a diverse group of older, returning students at a community college or about teaching the concept of demand to eight hundred 18-year-olds in an introductory economics class at a large research university. Such a literature of cases can, we think, prompt the kind of in-depth, sophisticated discussion of teaching that one would expect on campuses that take teaching seriously.

We're now a full year into the project, with cases complete or in process in history, physics, psychology, economics, philosophy, and other disciplines. Over the next year, we'll be working with faculty groups in a variety of settings to test out and refine these cases, and then to disseminate them more broadly.

Teaching Portfolios: Capturing the Scholarship of Teaching. Cases are only one way to move toward a richer conception of teaching. We are also very interested in the development and use of "teaching portfolios." A method successfully used by artists, architects, photographers, and other professionals, the portfolio gives faculty a way to document what they actually *do* in the classroom through work samples (for example, a course syllabus, a videotape of a class session, a graded student paper) and reflective commentary on those samples.

The process of assembling the portfolio is a powerful prompt for individual faculty improvement; the finished portfolio can be an occasion for collegial discussion and sharing of what works in the classroom.

AAHE is currently completing a monograph on the teaching portfolio, to include sample entries, accounts of campus practice on a dozen campuses, and information about how to get portfolios started on your campus.

Turning TAs into Teachers. The Forum on Exemplary Teaching and the projects on cases and the teaching portfolio are all aimed primarily at the current professoriate. But for long-term improvement, we need efforts aimed at future generations of faculty. For that reason, AAHE cosponsors the biennial National Conference on Issues of TA Training and Employment.

The conference has a notable history: The 500 who attended in Ohio in 1987 grew to 700 in Seattle in 1989. We expect the 1991 event, in Austin, Texas, November 6-9, to continue that trend — and for good reason. The conference program features the best thinking about new departmentally based TA training efforts, mentoring programs, projects to help TAs develop teaching portfolios (as they do at Harvard), and a series of sessions for TAs themselves in which cases are used to illuminate classroom issues.

See page 17 in this issue for details.

For More. To receive more information about the AAHE Teaching Initiative (e.g., a sample teaching case), or to get on its mailing list, contact the project's director, Pat Hutchings, at AAHE.

of institutional needs and contexts have demonstrated potential to make an impact on undergraduate education.

Institutions seeking to follow in their footsteps would do well, however, to examine closely their own culture, resources, and goals to ensure that their programs will strike to the heart of the educational mission, and not merely fall to its margins. ■

Useful Resources

Eble, Kenneth E., and Wilbert J. McKeachie. (1985). *Improving Undergraduate Education Through Faculty Development.* San Francisco: Jossey-Bass. Includes an analysis of the Bush Foundation programs and sites.

Menges, Robert J., and B. Claude Mathis. (1988). *Key Resources on Teaching, Learning, Curriculum, and Faculty Development.* San Francisco: Jossey-Bass.

Magnino, Lisa L. (1990). "Bridgewater State College: Committee on Teaching Quality Promotes Intellectual Community." *Liberal Education,* 76(5):44-45.

POD Handbook for New Practitioners. (1988). Published by the Professional and Organizational Development in Higher Education (POD) Network. Available for $17.50 (includes shipping/handling) from New Forum's Press, PO Box 876, Stillwater, OK 74076; ph. (405) 372-6158.

Professional and Organizational Development in Higher Education (POD) Network. The network's executive director is Ronald Smith, Learning Development Office, Concordia University, 7141 Sherbrooke St., Montreal, Quebec H4B 1R6, Canada; (514) 848-2498. To join the network, contact POD's director of administrative services, David Graff, Instructional Development, 15 B Exhibit Hall, Iowa State University, Ames, IA 50011.

Weimer, Maryellen. (1990). *Improving College Teaching: Strategies for Developing Instructional Effectiveness.* San Francisco: Jossey-Bass.

Kathleen M. Quinlan was a graduate intern/project assistant with the AAHE Teaching Initiative during the summer of 1991. She also was one of the founders of the AAHE Undergraduate Student Caucus while an undergraduate at the University of Maine, Orono. She is currently a graduate student at the School of Education, Stanford University, Stanford, CA 94305.

Around the office and in AAHE's special projects

Latest Developments From the Office of School/College Collaboration

This fall, AAHE's Office of School/College Collaboration is working hard on two major projects. If you have suggestions or questions about either, contact the Office, at AAHE.

San Diego in '92. Planning has begun for the Third National Conference on School/College Collaboration, to be held **June 28-July 1, 1992,** in San Diego. We will again be cooperating with The College Board. Now is the time to send in your ideas about the broad theme, structure, and speakers for that conference. Director Carol Stoel and Project Assistant Wendy Togneri welcome your involvement in the session-development process. As the program takes shape, more detailed information will be available. Watch the December 1991 *AAHE Bulletin* for the conference call for proposals!

Progress on Pew. The new AAHE/Pew Initiative, "Community Compacts for Student Success," is off to a strong start, beginning with a **search for community sites.**

As described in the June *AAHE Bulletin*, the initiative's goal is to help as many as fifteen urban and rural communities improve student success, especially for poor and minority students, and to expand the pool of knowledge about increasing high school graduation and college retention rates through collaborative work. Grades 7-14 will be targeted.

The project will bring together community leaders in public education, business, community affairs, and higher education to invent new "community compacts" — new levels of collaboration to integrate and focus resources on students' most critical needs. The selected sites will receive technical assistance and support.

The project now is soliciting communities ready to expand their school/college activities to more comprehensive, strategic, community-wide efforts to increase the number of underserved students who graduate from high school and succeed in higher education. This is a multi-year, multi-site endeavor to link systemically at the local level the school reform agenda with higher education.

The **deadline** for preliminary applications is *November 1*. Contact the Office of School/College Collaboration, at AAHE, for submission guidelines.

To Train a TA: AAHE Cosponsors Upcoming Conference

As part of the work of the AAHE Teaching Initiative, AAHE is helping to sponsor the Third National Conference on Issues of TA Training and Employment, on **November 6-9, 1991,** at the University of Texas at Austin. The conference will bring together graduate administrators, graduate students, faculty, and faculty developers to explore how teaching assistantships prepare graduate students for their roles as members of the higher education community.

This year's conference is particularly concerned with the broader aspects of professional preparation that teaching assistantships provide, including preparation for life as a scholar.

Featured speakers will include Penn State's **Maryellen Weimer,** editor of *Teaching Professor* and author of several books on the craft of teaching, and **Barbara Jordan,** a former Congresswoman from Texas, a founder of People for the American Way, and now a professor at the University of Texas at Austin. Weimer will focus on how college faculty learn to teach and the role early classroom experiences play in their development. Jordan will reflect on the teacher's role in shaping societal values and ethics and the importance of education in maintaining American freedoms.

The conference program also will include some 110 panels, workshops, papers, and round-tables on the development of the TA as a teacher, the international TA's acculturation to the American system, alternative formats for TA training, the use of case studies as a method for teaching TAs to teach, the use of portfolios to encourage TAs to reflect on their development as teachers, and much more.

The conference also will feature a special program for graduate students, sponsored by Pew Charitable Trusts; the Trusts will also

AAHE in Action

Proposal Deadline for 1992 National Conference. For the Call for Proposals, see the September *Bulletin* or contact Judy Corcillo at AAHE. *October 18, 1991.*

Application Deadline for communities wishing to be considered as sites in the "Community Compacts for Student Success" project. See the June 1991 and October 1991 *Bulletins*. For application guidelines, contact Carol Stoel or Wendy Togneri in the AAHE Office on School/College Collaboration. *November 1, 1991.*

Third National Conference on Issues of TA Training and Employment. Austin, TX. Cosponsored by AAHE. See the October *Bulletin* or contact Marilla Svinicki (512) 471-1488. *November 6-9, 1991.*

1992 National Conference on Higher Education. Chicago, IL. *April 5-8, 1992.*

1992 Assessment Conference. Miami, FL. *June 21-24, 1992.*

1992 School/College Conference. San Diego, CA. Cosponsored by The College Board. *June 28-July 1, 1992.*

1993 National Conference. Washington, DC. *March 14-17, 1993*

1994 National Conference. San Francisco, CA. *March 20-23, 1994*

help defray participation costs for those students. This Pew Teaching Leadership program will include sessions of special interest to graduate students, including case studies on teaching topics and opportunities for faculty and administrators to learn what training and support students want and need.

The conference's other sponsors are the Council of Graduate Schools, the National Association of Graduate and Professional Students, and the National Association for Foreign Student Affairs.

For more about the conference, contact Marilla Svinicki, Director, Center for Teaching Effectiveness, University of Texas, Austin, TX 78712-1111; ph. (512) 471-1488.

Librarian Search Committee Handbook

In a cooperative arrangement with AAHE, the Association for College and Research Libraries (ACRL) has published *Recruiting the Academic Library Director* (1991), a companion to AAHE's own *Search Committee Handbook: A Guide to Recruiting Administrators*. The two publications are being sold by ACRL as a set.

In the new sixteen-page booklet, authors Ruth J. Person and Sharon J. Rogers have applied the principles and procedures from AAHE's original *Search Committee Handbook* to the specific task of recruiting a library director.

The set (ISBN 0-8389-7484-8) costs $13.95 for ACRL members and $16.95 for nonmembers. American Library Association (ALA) members get a 10 percent discount. To order the set, call the ALA Order Department toll free at (800) 545-2433, ext. 5014.

To order *Search Committee Handbook* (64 pp., 1988) alone, send a check or money order for $8.95 to the AAHE Publications Department, at AAHE. Bulk discounts on *Search* are available.

Assessment on Tape

This year, for the first time, audiotapes are available for most of the sessions from this year's Assessment Conference, June 9-12, 1991, in San Francisco. The program included assessment and diversity, portfolios and other qualitative approaches, links between school reform and higher education, and the changing political environment — along with plenty of how-to and campus stories.

Two of the most popular tapes so far are **Lee Shulman**'s keynote, "Dangerous Liaison: Connecting the Assessment of Faculty With the Assessment of Students," and **Peter T. Ewell**'s closing plenary, "When the Going Gets Tough: Assessment in Hard Times."

Other tape offerings include "How to Get the Assessment Ball Rolling," "Higher Education, Assessment, and the National Education Goals," "Fair Enough? A Closer Look at Alternative Assessment," "Assessing Student Success at the Community College," "Clustering Students and Linking Courses," "Assessment as Faculty Development," "Discipline-Linked Assessment," "Total Quality Management and Assessment," and "But What Do I Do on Monday? Four Next Steps."

Tapes are $8.50 each; bulk discounts are available. To receive an order form, send a self-addressed, stamped envelope to Assessment Audiotapes, at AAHE. Or call Mobiltape toll free at (800) 369-5718, Monday-Friday, 8 AM-5 PM Pacific Time.

On Tape, Too

Audiotapes also are available from past National Conferences on Higher Education, including the 1991 "Difficult Dialogues: Achieving the Promise in Diversity," and from past National Conferences on School/College Collaboration.

For a list of available tapes and ordering information, send a self-addressed, stamped envelope to Conference Audiotapes, at AAHE. Please indicate which conference(s).

What's on Your Mind?

To comment on the *Bulletin*'s content or on Association issues generally, write to Letters, AAHE Bulletin, One Dupont Circle, Suite 600, Washington, DC 20036-1110; fax (202) 293-0073. Letters should not exceed 200 words, and will be edited for publication.

Coming in November...

- TQM — Total Quality Management
- Assessment: the 1992 Assessment Conference Call for Proposals

Could You Be a *Bulletin* Author?

Are you interested in submitting an article for publication in *AAHE Bulletin*?

- Information should be practical, factual, and fresh.
- *AAHE Bulletin* is not a journal; extensive footnotes and references are not required. The *Bulletin* is not refereed.
- All manuscripts must be typed/printout, double-spaced, on 8½x11-inch paper (one side only).
- Submissions on disk (accompanied by a printout) are encouraged. WordPerfect is preferred. Contact the managing editor before submitting a disk.
- AAHE reserves the right to edit articles at the editors' discretion.

Copies of the *Bulletin*'s one-page guidelines for authors are available upon request.

Bulletin Board

by Ted Marchese

Astin

Astin

Boyer

Welcome back for news about AAHE members (names in **bold**) doing interesting things, plus items of note . . . do send me news.

PEOPLE: A salute to **Otis Singletary,** president emeritus of the University of Kentucky, serving a term as president of Phi Beta Kappa . . . and to **Lee Shulman,** of Stanford, current president of the National Academy of Education . . . and to Spelman president **Johnnetta Cole,** winner of AAUW's 1991 achievement award. . . . Mt. Ida College VPAA **Jim Martin** has finished a study of collegiate mergers and consolidations, come spring we'll have a piece by him here in the *Bulletin*. . . . Several AAHE members have been recent winners of Fulbright awards for academic administration, next application deadline for travel to the U.K., Germany, or Japan is November 1st, info from CIES, (202) 686-7877.

GOOD BOOKS: **Alexander Astin**'s *Four Critical Years* proved one of the most influential books of the past fifteen years; I learn from Sandy that he's at work on a new version of that study, with entirely new, richer data already in hand . . . one early finding (it's not a new one): the very high impact of peer groups on college learning and growth. . . . Same household, important book already out: **Helen Astin**'s *Women of Influence, Women of Vision,* written with **Carole Leland,** of the Center for Creative Leadership in San Diego, a look at women leaders, their origins and values, the '60s through the '80s (Jossey-Bass). . . . Lots of good sense (and stories) in *The Effective Board of Trustees,* 132 pages from ACE/Macmillan, by Maryland's **Dick Chait** (he always has something interesting to say), AGB's **Barbara Taylor,** and Thomas Holland.

MEETINGS: If you liked that July/August *Change* essay on last year's Association for General and Liberal Studies meeting, this year's edition occurs October 16-19 in Seattle, info from **Barbara Leigh Smith,** (206) 866-6000, fax 866-6794. . . . At October's end, many AAHE members head to Boston for the Association for the Study of Higher Education meeting (I'll be there) . . . Yale's **Judith Hackman** is ASHE's president this year, Ohio State's **Bob Silverman** the program chair. . . . At that November 6-9 "Teaching Assistants" conference at UT-Austin (see AAHE News), **Leo Lambert,** of Syracuse, reports findings from a national survey of current practices in TA training programs (AAHE cosponsored it with CGS and TIAA-CREF).

RANKING COLLEGES: 'Tis the season for circulation-conscious magazines to roll out their "college rankings" issues . . . the *U.S. News* special issue should be out in a week or two, the howls to follow . . . it's actually one of the more defensible schemes . . . but it's harder to defend *Money* magazine's "Best College Buys," out last month; its "value rankings" purport to identify — it's not real clear how, but many odd lots of data seem churned through computers — those colleges "that give you the most for the money," ranked 1 to 100. The resulting list, once you get beyond Rice as #1, makes no intuitive sense at all. . . . What disturbs me now is the press releases I'm getting from colleges trumpeting their ranking on this list . . . is there an issue of professional ethics here? . . . We've got **David Webster,** of Oklahoma State, digging into these ratings schemes; look for his report late winter in *Change*.

MORE PEOPLE: **Ed Morante** departs the COEP project in New Jersey for the deanship, School of Educational Resources, Research, and Technologies, College of the Desert (CA). . . . **Carol Boyer,** who many people came to know through her work at ECS and the Massachusetts board, becomes executive assistant to the president, University of Maryland at Baltimore. . . . **Marlene Ross** has been appointed director of the ACE Fellows program. . . . At Webster U, promotions from within: **William Duggan** to provost, **Neil George** to academic dean. . . . Many thanks to **Fred Harcleroad** — retired, well, and living in Tucson — for a gift of back issues of the *Bulletin* from the '60s and '70s. . . . **Dyck Vermilye,** AAHE's CEO in those days, sends along a pamphlet he's published on South Africa ("The Ministry of Presence") . . . Dyck and Avis can be reached at 213 Camino Bajada, Corrales, NM 87048. . . . See you next month! ■

ANNOUNCING

Using Assessment to Strengthen General Education and *Time Will Tell*

The Latest on General Education From the AAHE Assessment Forum

Hot off the press this month is the AAHE Assessment Forum's latest,

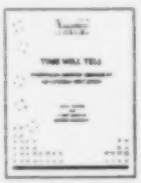
Using Assessment to Strengthen General Education. The monograph, by the AAHE team of Pat Hutchings, Ted Marchese, and Barbara Wright, represents "a year of research, reconnaissance, writing, and practitioner review."

Using Assessment to Strengthen General Education is intended in part for assessment practitioners who face questions about how to assess the outcomes of general education; it is also intended for others who are responsible for general education but might not follow developments in assessment.

The monograph consists of four sections: "Context and Purpose," "Current Practice," "General Education and Assessment: Powerful Connections," and "A Final Comment." In the appendix, readers will find stories recounting attempts to use assessment to strengthen general education on five very different campuses.

Copies of *Using Assessment to Strengthen General Education* are $10 each, including shipping/handling.

Also available from the AAHE Assessment Forum is ***Time Will Tell: Portfolio-Assisted Assessment of General Education.*** Clear and concise, this publication outlines the steps that will help you get started. It describes the many advantages of portfolio-assisted assessment, including flexibility, cost-effectiveness, and adaptability to an institution's or student's program.



General education is one of the most important areas for educational reform — and one of the most difficult to assess. The portfolio approach provides not just a record of student achievement but also insight into *how* the student reached that level. And it offers rich information for faculty conversations about improving teaching and learning.

The 32-page monograph was written by Aubrey Forrest and a study group on portfolio assessment. Copies of *Time Will Tell* cost $9 each, including shipping/handling.

Both publication projects were supported by a grant from the Exxon Education Foundation. To order either publication, send check or money order (payable to AAHE Assessment Forum), indicating which title you are ordering, to the AAHE Assessment Forum, at AAHE.

AMERICAN ASSOCIATION FOR HIGHER EDUCATION

AAHE members receive free the *AAHE Bulletin* (ten issues/year) and *Change* magazine (six issues/year); significant discounts on conference registration; special rates on selected non-AAHE subscriptions; Hertz car rental discounts; and more. To join, complete this form and send it to AAHE, One Dupont Circle, Suite 600, Washington, DC 20036-1110.

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NOVEMBER 1991 VOLUME 44 NUMBER 3

B U L L E T I N

AAHE
AMERICAN ASSOCIATION FOR HIGHER EDUCATION

Total Quality Management . . . an American set of ideas, engine behind the Japanese economic miracle, agent for the dramatic turnabouts at Ford and Motorola . . . suddenly it's at work in more than half the Fortune 1000 firms . . . it's the "preferred management style" of the federal government . . . you'll find it in hotels, city government, your local hospital . . . *it's in the air* . . . can the academy be next?

TQM Reaches the Academy
by Ted Marchese

TQM on Campus:
What the Pioneers Are Finding
by Daniel T. Seymour

Discipline-Based Assessment:
The Case of Sociology
an interview with ASA's Carla Howery
by Barbara D. Wright

Seventh AAHE Assessment Conference
Call for Proposals

Also:

AAHE News

Bulletin Board
by Ted Marchese

Nigeria Study Tour

BEST COPY AVAILABLE

NOVEMBER/1991 VOLUME 44/NUMBER 3

B U L L E T I N

In this issue:

Six years ago, just as the assessment phenomenon appeared on the horizon, the *AAHE Bulletin* gave readers Ted Marchese's report "Learning About Assessment" (September 1985). It was the first article on the topic to appear in a publication of general circulation in higher education. In it, Ted said,

> "At this point, no one can say whether the new legislative momentum to impose assessment . . . will become a national phenomenon or whether we're seeing just another flurry of noise, a train that will pass in the night. Chances are good, though, that before the noise abates, a lot of us are going to have to learn a lot more, and quickly, about assessment."

Total Quality Management is today's new thing "in the air", again the *Bulletin* is pleased to bring members the first generalist report on a potentially important phenomenon, TQM's encounters with higher education, with Ted once more the reporter. Again the question is raised, can this be a fad? We'll see.

In Ted's essay, beginning on the next page, he notes the intriguing parallels between TQM and assessment; these are certain to be pursued at next spring's Assessment Conference, for which a "Call for Proposals" appears on page 17.

—BP

Total Quality Management

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Managing Editor: Bry Pollack

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TQM REACHES THE ACADEMY

by Ted Marchese

Total Quality Management . . . an American set of ideas, engine behind the Japanese economic miracle, agent for the dramatic turnabouts at Ford and Motorola . . . suddenly it's at work in more than half the Fortune 1000 firms . . . it's the "preferred management style" of the federal government . . . you'll find it in hotels, city government, your local hospital . . . *it's in the air* . . . can the academy be next?

In fact, TQM has *already* arrived in higher education, in dozens of institutions, notably research universities and community colleges. TQM's collegiate practitioners, their zeal and worries on full display, already have networks in place and a literature at hand; their quality-improvement message dominated last spring's AACSB conference of business schools and this month's ABET meeting of engineering educators; next April 5-8, TQM debuts as a major theme of AAHE's National Conference on Higher Education in Chicago.

What's going on here? How relevant can TQM be to the special work of a college or university? Are we about to be shelled again by the latest fad in corporate management?

To get answers to these questions, last July I travelled to Los Angeles for the Second Annual Symposium on the Role of Academia in National Competitiveness and Total Quality Management, hosted by the University of Southern California. A hundred colleges had representatives among the 300 people on hand. Afterwards I met with two dozen of TQM's lead practitioners in higher education; since then, through interviews and document collection, I've pieced together a picture of the movement's first days on campus. This is what I found.

The TQM Story

The saga is triumphalist: W. Edwards Deming, an American statistician whose ideas about quality find little response at home, lectures in 1950 to Japan. He excoriates his hosts for their cheap, shoddy goods; he tells them that an emphasis on quality will reap lasting benefits in market share and profitability; he lays out principles — eventually fourteen in number — for making quality a "strategic advantage." They listen to him. They listen also, in 1954, to Joseph Juran ("management for quality"); they devour Armand Feigenbaum's 1951 classic, *Total Quality Control*, and later the writing of Philip Crosby (*Quality Is Free*). They struggle, adapt, develop their own gurus (Ishikawa, Imai), pursue the quality ideal relentlessly. . . . The rest, as they say, is history.

In the early- and mid-1980s, hard-pressed American firms take up the message: at Motorola (1982) and Ford (1984), quality becomes "everybody's job" and "Job 1." Soon Xerox, Federal Express, IBM, Westinghouse, Disney, Corning, Hewlett-Packard, and the Hospital Corporation of America are on board; the books, workshops, and consultants multiply; the U.S. Navy coins the phrase "Total Quality Management." In 1987, Congress sets up a Malcolm Baldrige National Quality Award; its seven criteria become a consensus statement of TQM values. In 1988, the Department of Defense mandates TQM for itself and all contractors; a Federal Quality Institute starts to implement TQM across all departments and agencies. Surveys show that buyers — nine of ten in 1990 versus three in ten in 1980 — now place a first value on quality (above price and styling); studies demonstrate that quality-oriented firms in fact do better in market share and profits.

In banking and airlines, in manufacturing and services, from micro-

Ted Marchese is vice president at AAHE.

chips to pet food, the word is out: Consumers value *products* that work and last, *service* that's prompt, courteous, and dependable, and *TQM* is the way to deliver it.

With all that, I wondered aloud in Los Angeles why *all* firms hadn't given themselves over totally to the concept. "They haven't," an executive from McDonnell Douglas told me, "because not many companies have felt as hard pressed as Ford and Motorola did ten years ago. Firms claim to be into TQM, but their implementation is spotty. It's too great a change to make without a big need at your backside."

What Is It?

What is TQM, this "too great a change"? At one level, it's an approach to management and a set of tools, a coalescing of new and old ideas — from systems thinking and statistical process control, from theories of human behavior, leadership, and planning, plus lessons from earlier, less-than-successful attempts at quality improvement (such as quality circles) — all these brought together in a new orthodoxy.

But at another level, and looking at TQM as a phenomenon, it is a call to leadership for the reform of American enterprise. Its advocates want more than a change in management practice; they want an entirely new organization, one whose culture is quality-driven, customer-oriented, marked by teamwork, and avid about improvement . . . "corporate revolution" and "paradigm shift" are the words one hears. Armand Feigenbaum, now an international consultant, told the Los Angeles conference that American corporate philosophy has been to "make it quick and cheaper, finance it cleverly, and sell it hard. The value of 'making it better' was left out. Firms have to march to an entirely new drumbeat: quality."

From among the many strands of thought and prior experience feeding into TQM, I've teased out a dozen themes that seem at its core.

1. ***A focus on quality.*** The alpha and omega of TQM is its singular focus on quality as the defining characteristic of an organization. Quality in this view is not just an attribute of products or services; it is a mindset, the soul of the company itself, an all-pervasive drive of such intensity that it defines the corporate culture. Just as geneticist Barbara McClintock's breakthroughs came when she was able to "think like corn," TQM enjoins managers to "imbibe" quality; the corporation that lives for quality, that takes quality as its strategic advantage, is promised long-run gains in market share and return on investment.

2. ***Customer-driven.*** What is quality? To Juran, it's "fitness for use" by the consumer; to Deming, it's that which "surpasses customer needs and expectations." In TQM companies, a keen sense of customer needs governs all activities. The cardinal rule is to identify explicitly who your customers are, know their needs systematically, and commit to meeting those needs. Why? Because in a competitive environment the customer — not executives, engineers, or inspectors — defines quality. If you don't satisfy the customer, someone else will.

3. ***Continuous improvement.*** An American adage says, "If it ain't broke, don't fix it." TQM responds, "Wrong!" Customers, markets, technologies change every day; what's good enough now will be suicide tomorrow. Deming preaches "constancy of purpose" on behalf of continuous adaptation and improvement; he and Juran describe quality as a "journey." Education undersecretary David Kearns, former Xerox CEO and a quality champion, proclaims, "In the race for quality, there is no finish line."

The Baldrige Award

Secretary of Commerce Malcolm Baldrige, a quality advocate, died in a rodeo accident in 1987. Shortly thereafter, Congress authorized a "National Quality Award" in his name, a public-private endeavor administered from the Commerce Department. A distinguished group of quality experts was empaneled to write criteria for the award; the panel's ultimate scheme, derived from TQM, quickly became the accepted template for judging corporate quality-improvement efforts.

The Baldrige criteria categories and their relative values (on a 1,000-point scale) are as follows:

Leadership. The senior management's success in creating and sustaining a quality culture. (100 points)

Information and analysis. The effectiveness of the company's collection and analysis of information for quality improvement and planning. (70)

Planning. The effectiveness of integrating quality requirements into the company's business plans. (60)

Human resource utilization. The success of the company's efforts to utilize the full potential of the workforce for quality. (150)

Quality assurance. The effectiveness of the company's systems for ensuring quality control of all operations. (140)

Quality results. The company's results in quality achievement and quality improvement, demonstrated through quantitative measures. (180)

Customer satisfaction. The effectiveness of the company's systems to determine customer requirements and demonstrated success in meeting them. (300)

The Baldrige application is detailed. The seven categories are broken down into thirty-two subcategories with ninety-nine "areas to address." The award's key values are self-described as customer-driven quality, leadership, continuous improvement, fast response, actions based on facts, and participation by all employees. The criteria ask about results but especially focus on the conditions and processes that lead to them.

The guidelines themselves constitute a self-study exercise for applicants, a corporate "examination" (with an accompanying "scoring system") in quality commitment. Firms that apply get feedback from the Baldrige judging panels. Because of these diagnostic features (and low entry fees), many companies apply just for the self-study exercise. Ford, Motorola, and IBM even make their suppliers go through the process. Last year, 200,000 copies of the guidelines were distributed; in a poll, 86 percent of business executives claimed to know the criteria; 6 percent of all firms actually applied. This year's winners were announced October 29th from the White House.

In the September/October *Change*, SHEEO director James Mingle proposed that regional accrediting bodies mount a Baldrige Award competition for higher education. His colleague Peter Ewell, of NCHEMS, doubts the idea would work just now ("It assumes a process within colleges that isn't there yet"), but the idea is alive, with several parties in the country now trying to cook up "higher-ed versions" of the criteria. At the Los Angeles conference, Baldrige director Curt Reimann acknowledged that "if such an award could make a contribution, and educators expressed interest, the Secretary would welcome the suggestion."

4. ***Making processes work better.*** Every organization is a network of processes. These range from the "single-purpose" (discharging a patient from a hospital) to the "cross-functional" (Federal Express's hub-and-spoke delivery system). The aim is to identify those processes; enable the people who work in them to understand that work in relation to customer needs (Are we doing the right thing? How well?); and set in motion, through problem-solving teams, process improvements.

5. ***Extending the mindset.*** In the old paradigm, attention to quality began and ended on the shop floor; it was a matter to be "controlled" or "inspected in." In the new, quality concerns reach in all directions. An "absence of defects" isn't enough; goods are followed "out the door," where their quality is judged by how well they fit or exceed customer expectations in actual use. Quality, too, is a function of good, up-front product and process design. And it reaches backward from the shop floor: No longer will it do for automakers to say, "We know our cars aren't very good, but our lowest-bid suppliers sent us so-so goods." With quality precedent to price, TQM companies attempt to develop stable relations with a smaller set of suppliers who agree to be partners in the quality-improvement process.

6. ***The discipline of information.*** TQM people always want to see the data, and they want it to be public data, up on the shop or office wall. If you're serious about improving quality, they say, everybody has to know how they're doing. Customers aren't just bowed to; they're systematically surveyed, interviewed, poked, prodded, and begged for suggestions. Process-improvement teams are taught to track meticulously every fault, complaint, breakdown, accident, or shortage that comes their way; "Every process," Wisconsin's George Box teaches, "generates the data to improve it." A variety of statistical tools — ingenious diagrams, charts, matrices, graphs, and checksheets — are deployed in what the Japanese call *Kaizen* (continuous improvement) methods of process control.

7. ***Eliminate rework.*** An aim of all this attention to work processes is to ferret out the "scrap, waste, and complexity" (Deming) from a system . . . simplify, standardize, get it right the first time. The time spent fixing earlier mistakes (rework), in useless work that has to be done over (scrap), and in extra steps that add no value to a product or service (complexity) can equal 20 percent of all costs, say "findings" in the Baldrige legislation. Service organizations can have an even greater problem: Crosby concludes they spend "35 percent or more of their operating costs doing things wrong and then doing them over."

> Looking at TQM as a phenomenon, it is a call to leadership for the reform of American enterprise. Its advocates want more than a change in management practice; they want an entirely new organization, one whose culture is quality driven, customer oriented, marked by teamwork, and avid about improvement.

8. ***Teamwork.*** From top management to the shop floor, within units and across functions, quality issues are attacked in teams. "Teams" are *not* your familiar committees; they are "self-directed work groups" with their own required competencies and protocols. Unlike committees, teams aren't "representative": they bring together most or all of the people who work in a process to work on its improvement — no others need apply. TQM wants all persons to share responsibility for the processes they work in and for the whole; it believes in the superiority of collaborative work that achieves "team learning."

9. ***Empowering people.*** In Deming's view, 85 percent of all problems are traceable to the process itself, just 15 percent to the people in them. Stop attacking people, he admonishes managers, look to your systems: "Drive out fear from the workplace!" Patrick Townsend says management must "believe that its personnel department has been in the habit of hiring adults"; TQM "empowers" people "by trusting all employees . . . to act responsibly and giving them appropriate authority." People *want* to do the right and better thing, TQM urges, they *want* pride in their work; the task of managers is to remove the system barriers that prevent people from doing so. Who, in TQM, reviews work processes? Again, not distant managers or external evaluators but the people closest to the processes, those who do the work itself.

10. ***Training and recognition.*** So that all employees can understand the corporate vision of quality, have the skills of teamwork and problem solving they need, and relate more effectively to customers, TQM firms invest heavily in human resource development. Across its various units, Motorola spends 2 to 6 percent of its salary budgets on training; IBM-Rochester invests 5 percent across the board. Personnel systems in TQM companies rely less on incentives and rewards directed at the individual than on team-oriented "recognition, honors, and celebration."

11. ***Vision.*** The TQM world wants stripped-down, plain-English statements of the organization's core values, and it wants these "vision statements" a clear part of every employee's work. A story is told: When Tylenol was recalled a few years back, it wasn't an act of J&J's top management . . . a third-line manager learned of the peril and, with specific reference to J&J's values statement, recalled the prod-

uct on his own authority. Unlike the lofty piffle of "mission" statements, TQM urges compelling, down-to-earth language that gets all parties focused on the right thing to do.

12. ***Leadership.*** To achieve all the above, TQM partisans want fewer managers, at least of the old type — powerful figures in sole command of vertical authority structures. Instead, they want leaders, and of a new type — vision-givers, listeners, team-workers, committed to quality and customer needs, avid but patient for long-term ends, orchestrators and enablers of people-driven improvement. Lehigh University president Peter Likins puts this change more simply: ". . . we'll need to talk to each other more and control one another less."

So that all employees can understand the corporate vision of quality, have the skills of teamwork and problem solving they need, and relate more effectively to customers, TQM firms invest heavily in human resource development. Across its various units, Motorola spends 2 to 6 percent of its salary budgets on training; IBM Rochester invests 5 percent across the board.

The book I found TQM practitioners reading last summer was Peter Senge's *The Fifth Discipline* (Doubleday, 1990). In it, Senge (of MIT) describes the "ensemble of disciplines" that lie behind an organizational capacity for innovation: systems thinking, personal mastery, mental models, shared vision, and team learning. Senge barely mentions TQM, even as his "disciplines" capture the movement's values.

Still Not Sure?

Did I return from Los Angeles a convert? Not exactly. But I heard, on reflection, a lot of good answers to the objections I came with.

"Students aren't customers!" A "student as customer" analogy, for sure, falls well short of full description; students are important agents for their own learning, indeed the creators of it. All that said, the customer analogy — taken as an attempt to understand the experience of college from a student point of view — should hardly be taken as alien; it provides a useful lens for introspection and improvement. Want to improve registration or a chemistry major or library services? Why not talk with students?

TQM, importantly, does not imply pandering to student satisfaction or every short-term expression of needs. Faculties do well to weigh student views alongside their own professional judgment about the requirements of learning, of society, of future employers, and of a student's own longer-term interests. Some TQM educators entertain a responsibilities-oriented "student as worker" theme.

"We already talk with our students." Let us hope. The objection misses, however, what TQM wants: systematic, across-the-board listening, based on notions of customer importance. But as Kansas business professor Larry Sherr told an AIR audience recently, ". . . very few of our institutions have any idea even of who their customers *are*."

Customer analysis is one of TQM's fresh ideas, and it doesn't begin or end with students. Indeed, the prime "customer" of most administrative offices turns out to be . . . other administrative offices. While the end-point customer counts (a lot), more often the customer at hand is the in-house individual or unit to whom you supply products, a service, or information; the goal is for the work of each office to meet or exceed the expectations of its internal customers. Thinking in such terms tends to raise a host of new questions for collegiate TQM project teams.

It follows also that each person and unit has *suppliers*, most of them internal, on whom it relies for its work. "How can we be partners in quality-improvement work?" TQM would have teams ask one another.

"Oh, that language!" There are, let it be said, more-technical versions of TQM than I've recounted here; an engineer or statistician's view of the thing would whip you quickly into an exotic world of Pareto charts, cause-and-effect ("fishbone") diagrams, and "Plan, Do, Check, Act" schemes. Initial presentations of TQM to faculty-staff audiences at Wisconsin and Maryland faltered when just such versions were paraded forth . . . reminding one of assessment's rocky road to faculty understanding when first versions of it were presented by psychometricians.

But, just as with assessment, there are plain-English, larger-picture versions of TQM that can make sense to academic ears. Viewed broadly, TQM is a call to quality and a mindset about improvement; it values data, teams, and process; for the many faculty and staff of an institution, it offers respect and a voice. As for its special tools and vocabularies, they come second and are for adaptive use.

"It's okay for corporations, but. . . ." In a recent TQM newsletter, Ellen Chaffee described her interview in Tokyo with Prof. Masao Kogure, a revered leader in the application of quality improvement to the service sector. Kogure told her that every time TQM came to a new industry in Japan it encountered resistance: "We're not like the industry that is already using it."

Pondering Kogure's words, then higher education's special history and character, I came to wonder how different many of our functions really were from those in business — generating a bill, advising a student or client . . . if hospital TQM programs can teach doctors to introduce themselves to patients and listen to their questions, might there not be *something* here for us? Rutgers biologist Lion Gardner

phoned in October to tell me of his own new interest in the topic: "We have to do something with the hard, alienating structures of the university," he told me; "TQM is relevant for its humanistic thrust."

"It's okay for administrators, but . . ." Most faculty members wouldn't mind at all if their institution's administrators used TQM (or anything else) to get a better act together. Indeed, we've all seen and come to appreciate the new customer orientation and service ethic in certain hotel chains, department stores, car-rental companies, and so on, and no doubt wondered why these new standards for service stopped at the campus gate. TQM, its early practitioners have found, finds many targets of opportunity in collegiate administration.

In that sense, its academic applications are, well, academic; let TQM be for administrators. Faculty have their own, more apt set of questions in assessment (which also is about quality, listening to students, and continuous improvement). Winona's Darrell Krueger, for years a national leader in the uses of assessment for academic improvement, is enthusiastic about TQM's arrival on the administrative side: "It brings the whole rest of the university into the quality quest."

Does TQM, though, have anything to contribute on the academic side? I think it might, especially to improving aspects of a department's services and to helping it to a keener sense of who its customers and suppliers are. Also, though most of the early collegiate adopters of TQM have left the academic side alone, a few have used the emphasis to encourage faculty to try the assessment-like techniques of Classroom Research — certainly a plus.

Does TQM have anything to add to assessment itself? Again I think it might. Pat Hutchings and Peter Ewell three years ago taught assessors the importance of getting "behind outcomes," of understanding the crucial processes of learning that contribute to outcomes . . . the process-analysis approaches of TQM are more than a bit suggestive here. Also suggestive is the TQM concept of "benchmarking," which insists that an organization intent on improving quality compare its performance not with industrywide averages but with a corporate "best of class." In educational testing, for example, this might imply comparing student performance not against local norms but against "high, international standards" (as the new National Education Goals will do).

"None of this is new . . . it's just good management." A quick way to dismiss TQM — business professors do this — is to resort to the above, a truism. Indeed, as mentioned earlier, TQM itself is an amalgam of ideas and tools, many of which have been around for quite some time — which is not to say they've been much used. And on most campuses, let it be noted, one will find offices and departments that seem perfectly well managed without the grace of TQM. But there are plenty more that aren't, that could sorely use the bursts of insight and energy TQM seems to bring.

"Here we go with another fad." Those of us who've been around long enough have sharp memories of earlier management nostrums — MBO, zero-based budgeting, endless planning schemes. Typically these arrive at higher education's doorstep five years after their trial in business, often just as corporations are discarding them. Let the record here note that first grumblings about TQM have started to appear in the business press, and that one of TQM's star companies — Florida Power and Light, a winner of Japan's Deming Prize, no less — has taken recent steps to deemphasize it.

It's easy to cry "fad," though, and miss the real article — as we saw with assessment. Two management "fads," in my memory, proved valuable and stuck: marketing in the late 1970s, strategic planning in the mid-1980s. They stuck, Michigan's Marvin Peterson reminded me, because they seemed to speak to an environmental need, they found their guru (Kotler, Keller), and they proved adaptable. TQM has yet to find its collegiate guru, but the first and third of the conditions do apply. Given the doldrums many college administrations find themselves in today, maybe it's time for the next "fad" to step up and find its uses.

The Early Adapters

At and since Los Angeles, I've tried to keep track of TQM's campus parties of interest. My best sense is that the number of individuals devoted to the topic runs well up in the hundreds, the number of institutions trying TQM in particular offices might be near one hundred, the number of those that have committed to TQM on an institutionwide basis stands at two dozen, of which the number with deeper experience constitutes a mere handful.

An intriguing observation is that most of the early innovators are from just two institutional types: either prominent research universities or *un*prominent (up to now) community colleges. Among the former are Oregon State, Wisconsin, Penn, and Colorado State, followed by Harvard, Carnegie Mellon, Maryland, Lehigh, Chicago, Minnesota,

Hoshin Planning

TQM far from ignores "outcomes" (recall "fitness for use") or "inputs" (good design, work with suppliers), but its distinctive contributions center on organizational processes. It's not that process is more important than input or outcome, simply a judgment about where new effort should best be focused. "The crux of the thing is that it forces us to pay attention to a lot of daily processes we've typically ignored," Carnegie Mellon's Richard Cyert told the Los Angeles conference.

What about planning, then? TQM practitioners in Japan evolved their own version of what Americans know as strategic planning, called *Hoshin*, or "breakthrough." Planning, it starts, as you'd expect, with a "vision statement" typically for the next five years. This is followed by goals (which have a customer orientation), work plans (for specific critical processes), deployment and execution, followed by monthly "audits" to monitor progress toward the vision. An important feature in Hoshin is the identification of no more than four "breakthroughs" (fundamental quality improvements), items that all units in the organization will specially pursue in a given time frame.

Hoshin practitioners have developed their own set of planning tools (the matrix and affinity diagrams, for example). They're also prone to put value statements in plans, as a reminder that how things are done can be as important as their direction. In American higher education, at least two institutions — Oregon State and Delaware County C.C. — have used Hoshin Planning.

Wyoming, Clemson, Georgia Tech, and Miami. Interestingly, the TQM initiator in many universities has been the president — several of these presidents have technical or business backgrounds, so they can't help knowing of TQM. Sometimes pressure for TQM adoption comes from community or alumni friends; Ford's Donald Peterson happens to be Oregon State's best-known alum, as Lee Iacocca is Lehigh's. The Lehigh Valley area, not incidently, is a hotbed of TQM interest; so is the city of Madison, a fact not unrelated to Wisconsin's decision to hire that city's TQM manager as its own in-house facilitator.

Among the two-year colleges, community relatedness and expectation have also clearly played a role in spurring TQM adoption. Within the sector, Fox Valley Technical College (WI) and Delaware County C.C. (PA) are the leaders, having each been at this since 1985; Houston (TX), Jackson (MI), and Lamar (CO) are among the recent adopters. Fox Valley has an especially beguiling story to tell: As it drove TQM concepts deeper and deeper into the institution, it began to reap high, measurable returns in morale, cost reduction, student attainment, and community approbation. As a result, it has become a Mecca of sorts for TQM initiates, the Alverno of the movement, with eighty colleges visiting last year and a new Quality Institute offering publications, training materials, consultation, and workshops (details from Callie Zilinsky at 414-735-5707).

Notably absent from TQM rosters are liberal arts colleges (Samford, Belmont, and Pepperdine come to mind as exceptions) and the regional publics (Winona, Towson, Northwest Missouri, Central Connecticut, and Arkansas Tech are active). North Dakota's board of higher education two years ago mandated TQM for the state's public colleges; last year, the Minnesota state university system adopted a TQM-derived "Q-7" program; both initiatives look to an enhancement of public confidence. Samford, a small Baptist university in Alabama, has built its interest in TQM on thoughtfully developed notions of Christian stewardship and collaboration.

Abroad, TQM is knocking at the door of higher institutions in the Netherlands and Australia; it's been a non-starter in Japan; in Britain, it's swept the polytechnic sector — Liverpool Polytechnic, for example, is as far along as Fox Valley.

Implementation Strategies

Anything as comprehensive as TQM, so sweeping in its reach (and claims), raises daunting prospects for the adopter. Deming was once asked how to implement his fourteen points. "What!" he huffed, "You want me to do your work for you?"

Nothing but admiration should go to the handful of institutions that have dug in and confronted the full TQM agenda — Fox Valley, Delaware County, and Samford, led by their presidents, have pursued nothing less than institutional transformation.

But many TQM advocates — administrative or faculty champions of the concept — confront difficult situations, which they were candid about in Los Angeles. Obstacle one is often the president — he's a loner, she doesn't trust teams, he relies on intuition (his own) over data, she could never be a provider of vision, and so on. Most administrative cabinets and staff are unpracticed at teamwork; powerful individuals and offices resist from sheer inertia. Very importantly, there's often no perceived external pressure to take up TQM or the concerns it addresses.

Books, Brains & Bucks

A huge literature has sprung up around TQM, as you'll see in the business section of any good bookstore. Many authors have their peculiar slant on the thing, more than a few **TQM books** are given over to exhortation and self-help. None of the masters — Deming, Juran, Crosby, Feigenbaum — has on the shelves today a "must read" book for TQM newcomers. Several practitioners recommend starting with journalist Mary Walton's *The Deming Management Method* (Putnam, 1986) or her *Deming Management at Work* (Putnam, 1990). I find in bibliographies at least five published papers on Deming's fourteen points applied to higher education. Tennessee's Trudy Banta heads a **FIPSE project** that will scrutinize corporate quality-improvement ideas for relevance to the academy.

On November 22, ACE/Macmillan releases the first book-length treatment of **TQM in the academy,** *On Q: Causing Quality in Higher Education*, by Daniel Seymour, a contributor to this *Bulletin* ($27.95; for a credit card order, phone 1-800-323-7445). Last month, the Jossey-Bass New Directions for Institutional Research series brought out *Total Quality Management in Higher Education*, edited by Lawrence Sherr and Deborah Teeter; seven good essays plus an annotated bibliography; order it for $13.95. The American Society for Quality Control (310 West Wisconsin Ave., Milwaukee, WI 53203) has a publishing and sales arm called Quality Press Publications that stocks most of the field's essential books, training materials, and so forth; write for a catalogue.

For a free copy of the **Baldrige Award application** guidelines, phone (301) 975-2036.

Most of the colleges and universities mentioned in this article have moved into TQM with a **corporate partner** — Winona State with IBM-Rochester, Oregon State with training from Hewlett-Packard, Fox Valley with Nashua Paper, and so on. Typically the consultation comes at little or no cost — TQM companies want to spread the gospel. Colleges warn not to rely on corporate people to sell a TQM vision internally; it's better to call them in to learn specific things like team building, statistical tools, or Hoshin.

Within the **consulting world,** a stand-out is the nonprofit GOAL/QPC of Methuen, Mass. Its early research focused on corporate implementation; later came work with hospitals and state and local governments; it now targets help for educators. It has useful publications, notably a 1989 research report (No. 89-10-03) on *Hoshin Planning: A Planning System for Implementing Total Quality Management* ($11.95 each). For information or publications, call (508) 685-3900.

TQM practitioners find one another at the "Role of Academia" conference described in this article, with the next scheduled for July at Lehigh; at the annual GOAL/QPC meeting in Boston, this November 11-13; at meetings of SCUP and AIR; and soon at AAHE **meetings,** including our National Conference next April 5-8 in Chicago and our Assessment Conference next June 21-24 in Miami Beach. People are also linked through a **newsletter,** with lists maintained by W.A. Golomski and Associates, 59 E. Van Buren St., Chicago, IL 60605-1220.

IBM announced October 1st a **major grants program** to promote TQM in colleges and universities — to teach, use, and do research on it. Eight $1 million awards will be made. For guidelines, write Director, Market-Driven Quality Management Systems, IBM Corporation, 208 Harbor Dr., Room 2C-09, Stamford, CT 06904-2501, or call (203) 973-7397.

In the circumstance, some converts have set out first to educate colleagues and build a critical mass of support for TQM; they've brought in speakers, engaged consultants, staged retreats. Oregon State began this way, in 1989, then was quickly able to implement a whole array of process-improvement projects, ten pilot teams at first, now fifty (the OSU work enjoys full presidential support and has a vice-presidential champion, the energetic Ed Coate). Other TQM advocates, however, have basically decided to ignore for now their president, the faculty, and other offices, to try TQM in their own units and attract attention through results.

Much of the early implementation of TQM falls in this latter category — that is, it is within-unit, addresses single functions, uses TQM techniques selectively, and begs (for now) larger change agendas. The Penn story is a good one here. Activity proceeded within the domain of a single (senior) vice president; a trainer was engaged (from the Juran Institute); criteria were developed for choice of projects; four were run in 1990-91, three of them successfully. One of the latter entailed reducing the cost of trash removal; another sought ways to ensure timely recovery of sponsored research funding (participants in the process uncovered, as they went along, lots of make-work, confusing forms, loose ends in existing procedures, *and* $1.7 million in billable charges!).

This sort of adaptive use of TQM, while it won't please the purists, seems the near-term future of the thing in most institutions. The stories here are compelling: the time spent in generating a student work-study check reduced from sixteen days to three (Kansas); the percentage of faculty grades handed in on time up from 30 percent to 98 percent (Connecticut College — which doesn't use TQM language); transcript-request time cut from ninety days to five (Samford); registration and course-availability "greatly improved" (Fordham's business school).

At Oregon State, Coate has already identified 250 internal processes potentially amenable to TQM analysis. Where do you start? According to Coate, "You look first for a screwed up process that's fixable, important to customers, and that can save you money." Penn's Quality Council looked for projects that were of manageable size, had campuswide visibility and impact, and that promised savings. "But if a unit is sick," Coate observes, "TQM can't cure it. In fact, it won't work. You'll need other remedies."

Is TQM a way to cut costs and save money? The party line is *no*; TQM is about quality and putting customers first, *after* which come the market and financial returns. But Coate's university faces major losses in state support; he feels forced to include in the process a hard look for cost savings, including personnel slots (captured by attrition).

Doubtless other institutions will skip Oregon State's careful groundwork and turn directly to TQM as a retrenchment tool, which would seem a mistake. "TQM is not instant pudding!" snorts Deming. Larry Sherr observes, "If resources are being used unwisely, they can't be found on the day you have to retrench." Fordham's Sylvia Westerman, a former NBC News executive, observes that "TQM absolutely can achieve efficiencies, raise morale, show good stewardship of funds, and win public trust . . . but it's hard to make claims for cost-savings."

The Japanese experience and U.S. research show that it is only when firms attack cross-cutting functions (enrollment management, for example) that they realize major gains in effectiveness and cost-savings. But such functions prove very difficult to address, especially in a collegiate ethos of semi-autonomous units. Samford and UM-Duluth both report disappointment with first attempts at cross-functional projects; Delaware County, on the other hand, brought off a full-blown TQM review of its general-education program. TQM advisors with the Hospital Corporation of America recommend several years of work and learning with single-function projects (which Delaware County indeed had) before pursuing more ambitious targets.

Reflection

TQM doesn't speak to some of higher education's toughest problems (like working through the implications of multiculturalism); it is probably less profound a development than assessment (which speaks to the difficult, central issues of student learning); it won't rescue sagging public support or inept administrations; it might not save us any big sums of money.

It's unlikely, too, that TQM will sweep through our full 3,614 campuses soon — many just won't feel the customer or competitive pressure to undertake its difficult tasks. What I'd anticipate is the spread of TQM concepts, selectively deployed, across hundreds of institutions in the years ahead, with many of the resultant benefits and pitfalls described here and in Dan Seymour's article that follows.

The Chinese have an expression for "fad" that translates as "a gust of wind." It's been several years now since we've had a good gust of fresh ideas for college and university administration; TQM seems poised to provide just that. If TQM people will talk us into a greater interest in quality, customers, teamwork, and getting things right the first time, I'm ready to listen. ■

My best sense is that the number of individuals devoted to the topic runs well up in the hundreds, the number of institutions trying TQM in particular offices might be near one hundred, the number of those that have committed to TQM on an institutionwide basis stands at two dozen, of which the number with deeper experience constitutes a mere handful.

TQM ON CAMPUS

What the Pioneers Are Finding

by Daniel T. Seymour

In an address to educators, Motorola CEO Robert Galvin said he likes to talk about quality as being "very first person," that an organization needs to be saturated with people who speak about quality in terms of "I dids." In that spirit, an evaluation of TQM practices in higher education should come from the very people — the "I dids" — who are implementing quality-improvement systems at St. John Fisher, El Camino Community College, the United States Air Force Academy, the University of Wisconsin, and elsewhere.

This article reports survey findings from a comprehensive, critical assessment of quality-management initiatives at twenty-two pioneering colleges and universities. The institutions were chosen as having actual experience in implementing TQM (either institutionwide or in a specific area) and as including community colleges, four-year privates, and four-year publics.

Contact persons were identified who had direct TQM leadership experience at the twenty-two institutions; each received five survey forms and distributed these to faculty, staff, and administrators intimately involved with TQM efforts on that campus. To assure candor, responses were anonymous and confidential (there is no attribution to specific individuals or institutions in this article) and were mailed directly to the principal investigators.

From these eighty-three very first-person accounts, a research report was written (see Note). Of the many questions asked in the survey, two were particularly important: What are the key benefits of TQM on your campus? and What are your major frustrations or problems? It is the answers to those two questions — in the words of the campus practitioners themselves — that are detailed below.

What Are the Benefits?

Giving people a voice. The most clearly articulated benefit from the quality-management philosophy on campus turns out to differ little from what we hear from industry or other service organizations. Almost every survey respondent mentioned that "involving people" in the improvement of their own work environment has a host of positive effects:

"People feel a new emphasis upon their value and input."

"There is a better understanding of . . . each person's ability to make a decision and a difference."

The "empowerment" aspects of TQM deepen an institution's ability to be responsible and accountable for the services it provides — "It drives responsibility and accountability to the lowest practical level of the organization. Often it's the front-line worker." In the final analysis, it is TQM's simple ability to "give people a voice" in what they do that makes it such a powerful philosophy. As a survey participant stated: "Work groups finally have the opportunity to express themselves about matters that they were largely 'voiceless' about in the past."

Daniel T. Seymour is a quality management consultant to higher education and industry. He can be contacted at 100 South Sunrise Way, Suite 350, Palm Springs, CA 92262.

Less explaining, more listening. "The focus on customers rather than self-satisfaction has caused staff to stop spending so much time explaining and to start listening to what customers want," is how one respondent put it. A customer orientation shifts the priorities of the institution and its employees from generating policies and rules to generating opportunities to learn about customer expectations and requirements.

The results of the shift are predictable. Once faculty, staff, and administrators explicitly acknowledge the idea of "customer satisfaction" as an index of quality, things begin to change. A number of survey participants cited their own surveys as evidence of the attitude shift:

"There has been improvement in customer satisfaction as documented through student satisfaction surveys, employee questionnaires, community image studies, and instructional audits."

"Student ratings of teaching effectiveness have continuously improved."

Cutting down steps. Every process or procedure entails a series of steps. One of the most consistently mentioned benefits of TQM is improved "cycle time" (the time required to complete a process) — this by eliminating redundancies,

reducing the need for inspection checks, merging activities, and so on. This increased efficiency is reported across a range of settings:

"Reduced turnaround time for trans fer credit evaluation."

"Cutting down on steps in the bureaucracy, the number of signatures on travel forms and work orders, etc."

A change in climate. "Attitudes," are wispy notions, especially when compared with things such as cycle time. In spite of this, the study respondents believe that attitudes do change as a result of quality-improvement efforts. Some characterized it as a "change in mindset" or simply "improved morale." Others described it as "reduced cynicism and mentality of 'we've always done it this way'." In addition to these perceived changes in the climate of the institution, division, or department, a number of respondents noted more concrete manifestations of climate change:

"Excellent morale. We haven't had a formal grievance in years."

"... less use of sick leave because people feel good about what they do and like to come to work."

Willing to sweat the details. According to many of the survey respondents, decision making in higher education suffers from over-reliance on intuition, tradition, and notions of "this is how we do things around here." The slower, tougher, but decidedly more effective approach — fundamental in TQM practices — is one of "decisions based upon fact." The resulting shift in mindset is apparent. In effect, many in the study see the relevance and importance of data-based decisions growing in their institutions:

"We've observed a definite decrease in 'solution jumping'."

"... as a group, we seem more willing to sweat the details before taking action."

Bringing people together. Colleges and universities are organized into a series of pigeonholes. Department structures and a too-rigid division between business, student, and academic affairs contribute to a sense of disconnectedness. The statement of an administrator at a public institution is indicative of the kind of "barrier busting" that many respondents noted as an important benefit of TQM:

"... bringing together employees from various departments to work on TQM training teams has resulted in networking and personal contact by people who heretofore would not necessarily have a working relationship."

There is, of course, a practical bottom line that goes beyond the social implications of teamwork. Many parts of the critical processes in higher education — registration, general education, enrollment management, and so on — get micro-managed by pigeonholed people. Fundamental improvement requires a coordinated, comprehensive effort by a group of individuals who work in and have knowledge of the extended process. Because of its team-work orientation, TQM "allows a more complete understanding of entire work processes." It can be a real eye-opener for people when they get "a greater appreciation for the complexity of systems" within which they work.

A common language. A number of respondents highlighted TQM's ability to provide a set of universal principles that make as much sense in an English department as they do in the admissions office or custodial services. As such, "communication is easier since we have begun to talk a common language." Respondents reported TQM counteracted the inclination, when dealing with people from other areas of the institution, to focus on differences instead of commonalities, on personalities instead of processes. A community college pres-

What Processes Have You Targeted?

The tally shown here reveals a broad range of TQM applications — from enrollment management to snow removal, from faculty performance reviews to hazardous waste management.

While it's obvious that quality improvement was most frequently initiated in nonacademic areas, a few institutions are examining the daily management of academic units and teaching effectiveness. For instance, at one college, every department is assessing critical processes within and between departments, "from processes used in recruitment, retention, and placement to work loads, class size, and scheduling."

A second institution has aggressively pursued information on "academic" customer satisfaction. One obvious customer is the student. "A short, descriptive, and analytical customer survey (course and instructor critique) was implemented for every student in every class. Results and diagnostic data are provided directly to instructors." A second customer is the alum. "We're also working on an alumni survey that directly asks how well different programs contributed to our quality goals." An effort also has been initiated to gather data from employers/supervisors (customers, too) regarding their satisfaction with the workplace capabilities of the institution's graduates.

According to these respondents, TQM principles do have significant academic application. Yet conventional wisdom has it that faculty members will resist any effort to change the status quo. Consequently, on many campuses, faculty are not being encouraged to examine culture-changing approaches such as quality management. Is it possible that such stereotyping on college campuses results in a self-fulfilling prophecy?

Processes	Times Mentioned
Registration procedures	xxxxxxx
Mail distribution	xxxxxx
Physical maintenance	xxxxxx
Construction projects-remodeling	xxxxx
Payroll	xxxxx
Printing-copying services	xxxxx
Materials acquisition-purchasing	xxxxx
Custodial services	xxxx
Telephone procedures	xxxx
Admissions evaluations-processing	xxxx
Financial aid evaluations-processing	xxxx
Grounds care	xxx
Enrollment management-retention	xxx
Counseling-advising services	xxx
Student outcomes assessment	xxx
Student housing procedures	xxx
Career planning-placement services	xxx
Recreational services	xx
Faculty performance review	xx
Freshmen orientation procedures	xx
Faculty evaluation and development	xx
Curriculum development	xx
Snow removal	x
Recruiting faculty	x
Assigning students to majors	x
Office space reallocation	x
Staff parking	x
Annual physical inventory	x
Trash removal	x
Paper flow reduction	x
Area network computer use	x
Development-gift recognition	x
Research receivables	x
Conference and guest services	x
Conducting meetings	x
Warehouse order delivery	x
Placing student teachers	x
Training employees for TQM	x
Hazardous waste management	x
Asbestos inspection and removal	x

ident spoke at length to the topic:

"The common language assists in the normal confrontative situations that arise between various departments and individuals. The staff now has a common language to share their frustrations and their concerns with each other without involving personalities."

Knowing what we are about. It's not just people that get isolated in our institutions; ideas also get lost in the shuffle within larger units and between departments and divisions. One of the key axioms of quality management is the importance of "vision"; most of the institutions or areas in this study have gone through formal vision-statement exercises. Respondents report, "The development of vision statements has resulted in focus and in renewed, vigorous commitment." The process "energizes people" by bringing a sense of synergy, as individuals get "a clearer understanding of what we are about."

The result is a more goal-directed institution or area. One respondent from a state university that has spent considerable time applying TQM to academics stated:

"I think the most important benefit is that our people realize the university is making every possible effort to give students the quality of education that they deserve."

Reduced rework and scrap. It has been suggested by many practitioners that TQM is less about "problem detection" than "problem prevention." By doing things right the first time, institutions do less "rework" (correcting errors) and reduce the cost of "scrap" (not being able to transform input into output). Respondents suggested many examples of how TQM reduced rework and scrap in their institutions; two will suffice:

A respondent in the business division of a college reported that quality-improvement efforts had "reduced the store's [purchasing, warehousing, and equipment delivery] errors by 78 percent," therefore minimizing rework.

An example of academic scrap is the inability of colleges and universities to retain freshmen through to graduation. A respondent from an institution that has been using quality principles in academic and student affairs for almost three years reported it was experiencing a "near 80 percent four-year matriculation rate."

Declining dollars. Almost all institutions say that quality-management principles can increase the efficiency (improve cycle time) and effectiveness (reduce rework) of operations in higher education; a few institutions have seen real dollar savings. The illustrations offered by survey participants fall into two categories: *direct* savings from reducing the costs of an ongoing expense, and *indirect* savings resulting from not having to incur a cost in the first place.

> Of course, campuses are thick with committees; unfortunately, few of them can be described as "self-managed work teams."

A direct saving would be a graduate school's "30 percent decrease in mailing costs" or another institution's reduction in the number of service vehicles (by combining work units) that resulted in "a 28 percent reduction in vehicle lease costs." An example of indirect savings comes from a community college that experienced "$100,000 saved as a result of our parking team's efforts (cost of a new faculty parking lot that was not necessary as a result of the project)."

What Are the Frustrations?

This takes time. As the overwhelming frustration TQM practitioners face, the issue of time manifests itself in different ways: the time required to train people, the time required to reach decisions, indeed the time required to implement a "new way of thinking."

About training: "Training efforts are slow. Getting new people involved is difficult because of 'taking time away from their jobs'." Everyone recognizes the importance of training, but it proves hard to carve out time during the day to devote to a "new way of thinking," especially when the "old way of thinking" continues to produce problems that refuse to go away. The situation requires people, as one respondent put it, to do "double duty."

The use of teams, of course, is fundamental to quality-management efforts. While team activities have numerous positive effects on an organization, consensus building takes more time than decision making by decree. As a study participant described it, "We meet frequently. We debate a lot. We revise constantly. Life would be a lot easier if we were not involved in these activities." Another agreed, saying, "The decision-making process takes longer because of team need for consensus; however," the respondent went on to qualify, "decision implementation is much quicker because of implementors' ownership."

Respondents expressed special concern about the time required to bring about "a new way of doing things":

"The amount of time required to bring about transformation is enormous! We continue to fight fires as we struggle to recognize, let alone standardize, let alone improve our systems."

Part of this "time" frustration is directly related to the choice of projects. "The first projects have taken a long time to complete (eight months and continuing)," was one comment. Another respondent voiced a near-identical concern: "Many of the projects take too long by old-paradigm standards and cause frustration." If project size and complexity can frustrate TQM implementation, then the words of yet another study participant should be heeded: "We need to do a better job of defining project scope before sending off a team to work."

More than lip service. Practitioners appear very "tuned in" to signals from above (or a lack thereof). For example, one respondent reported: "Leadership from the top administration levels is inconsistent, varying greatly from person to person." Another said, "[I am frustrated with the] inconsistency between what senior staff say with reference to QM and what they do."

On occasion respondents expressed almost a sense of betrayal or, at the very least, deep cynicism:

"The President and Leadership Council do not understand quality mechanisms, do not have the level of commitment required, do not understand the importance of this commitment, and are not operating from a specific plan."

There is an obvious tie-in between "this takes time" and "more than lip service." If there is any expectation within an administration for a quality transformation, they need to recognize that a lot of very hard work is required to make that expectation a reality. And the people who are doing the work want to know, indeed need to know, that leadership's commitment is there.

Aversion to change. A significant portion of survey participants are frustrated by the resistance to change on their campuses. Of course, there is the standard resistance from the old guard and "not-invented-here" attitudes. According to many, however, resistance is a direct function of a perceived loss of control: "Management is having a hard time letting go" is how one respondent put it. Another stated, "Supervisors/managers are reluctant to 'let go' of decision-making power because of the need to be 'in control' of all situations."

A problem that some institutions face happens much further along in the transformation process. In the early stages of implementation, those individuals or areas that want to keep things as they are can "hunker down" — figuring this TQM business will pass in time. But as the institution changes, tension increases between practitioners and nonpractitioners. At one institution, many of the campus teams are ready (after three years) to "work on cross-functional processes," according to the president; one key administrator, however, resists all attempts to train her staff. The resulting roadblock has become a nearly intolerable situation.

Getting below the surface. To make quality management viable as an operating system requires a sufficient number of skilled practitioners, a critical mass, spread throughout an area or institution. As people get trained and practiced, the issue becomes that of how to institutionalize TQM: "TQM is more than just a bag of tools and a smile — it's about changing managerial philosophy. Our institution has been, and in my opinion is still, unwilling to deal with culture change."

Part of the problem here might not necessarily be that institutions are "unwilling," but rather they are "unable" to get below surface-level applications:

"We have not learned how to make TQM a part of our regular job."

"It's tough translating knowledge into daily work."

The struggle, it would seem, is to move from *applying* the tools and techniques of quality management to *accepting* its philosophy as the basis for the "way we work around here."

In the final analysis, it is TQM's simple ability to "give people a voice" in what they do that makes it such a powerful philosophy.

Real teamwork. While "bringing people together" is a major TQM benefit, it can also be fraught with frustration. Colleges and universities, decentralized into isolated departments, centers, and schools, have traditions of "turfmanship" and win-lose interaction; faculty and staff have little consensus-building or conflict-resolution experience:

"[A key frustration is] team leaders and members who have little experience in working with teams. We did not anticipate this or devote enough attention in training to the problem."

Of course, campuses are thick with committees; unfortunately, few of them can be described as "self-managed work teams." Instead, committees often are put in place for the political purpose of ensuring institutionwide representation. While such a committee is "representative," it is not necessarily "effective." The same problem often surfaces with teams: "Some teams prove to be too large to be practical and not correctly composed of persons directly involved with the problem."

Tangible results. On the surface, many of the benefits derived from a quality-management philosophy have little to do with bottom-line results. In an era in which "cost containment" and "productivity" have become standard parts of the campus lexicon, benefits such as "giving people a voice," "knowing what we are about," and "a change in climate" can seem a bit fanciful:

"The results are hard to quantify. We feel that TQM is good, but it is hard to put your finger on the improvement."

While it might seem obvious that reducing cycle times, scrap, and rework are hard-edged, objective outcomes, some practitioners still feel a pressure to produce more: "Skeptics continue to ask for more definite, tangible results than we have been able to provide."

Has It Been Worth It?

When we asked about the trade-off between benefits versus costs, responses fell into three broad categories.

The first is the "it's too early to tell" group. Within this group is a common theme: Initial costs outweigh short-term benefits. For instance:

"Because we are still so early in the process of adopting quality improvement techniques and strategies, we are expending more effort than we are receiving in benefits."

"TQM has been extremely costly, particularly when training members [and] the number of identifiable TQM projects has been minimal; therefore, currently, the cost has not been offset by the benefits."

Most such respondents are from four-year institutions; the community colleges in the study have been at TQM implementation longer (averaging more than four years) and have already begun to see some long-term payoffs.

The second is the "unconditional yes" category, which was dominated by two kinds of thinking: one emotional, with a certain zeal and spiritedness, the other a more accounting-ledger approach. First, a comment from an enthused supporter:

"Definitely. This is causing people to think, to challenge their paradigms

(continued on page 18)

DISCIPLINE-BASED ASSESSMENT

THE CASE OF SOCIOLOGY

An interview with Carla Howery, of the American Sociological Association.

by Barbara D. Wright

Wright *(left)* and Howery at ASA.

Photograph by Matthew Perkins

What's the relationship between particular disciplines — their content, tradition, "culture" — and assessment practice? Is assessment more engaging for faculty when it taps into their own disciplinary interests? What happens if you bump assessment of the major — an area that faculty have gravitated toward since the beginning of the assessment movement — up against the qualitative, performance-based assessment strategies that are becoming increasingly popular? And what role can learned societies play in promoting high-quality, discipline-appropriate assessment?

These are intriguing questions — questions that the American Sociological Association has had the courage to tackle. ASA has been working to improve the quality of undergraduate education in sociology for many years, according to Carla Howery, director of the Teaching Services Program at ASA, and the step from teaching and learning to assessment was "a natural."

ASA's example offers some fascinating insight into sociology — and suggests more general lessons about the value of discipline-based assessment. Howery believes discipline-specific approaches to assessment *are* more valid and more likely to lead to educational improvement than generic ones. And she challenges other learned societies to follow ASA's lead.

The AAHE Assessment Forum's 1992 Conference on Assessment will include a focus on the special perspectives, needs, and resources that disciplines and departments bring to assessment. Assessment Forum Director Barbara Wright talked to Howery recently, as ideas for that conference began to take shape.

How did the American Sociological Association get into assessment?

It was a logical continuation of our fifteen-year-old Teaching Services Program, introduced to improve the teaching of sociology. Our basic assumptions were, first, that what you teach and how you teach it are inextricably linked; and second, that peers are important resources when you're trying to improve teaching.

Sociologists face different challenges in the classroom from, say, mathematicians. A math instructor might have to deal with math phobia, but there's nothing controversial about equations. A sociologist, on the other hand, has to learn how to run a class discussion of highly controversial subject matter, how to help students understand the difference between their personal experience and generalizable social patterns.

So a generic approach to teaching techniques divorced from subject matter just won't do. That's why peers are so important. We draw on other disciplines, including education, but colleagues in our own discipline, sociology, are key to real change and improvement.

And assessment?

Assessment is about improvement, too, and it can't be generic, either. In assessment, you need to ask (1) what were you trying to do; (2) did you do it; and (3) how do you know? We think people in the discipline

should pursue that line of questioning, rather than legislators or some of the others who've been involved.

We also think it's imperative for a learned society to exercise some leadership in showing that assessment is important, whether it's required or not. Two of the most important things we can engage in as sociologists and faculty members are self-reflection and service to students, institutional or external pressures for assessment aside.

ASA's Teaching Services Program legitimizes teaching as a critical part of professional work. It provides resources, print and human, to help people follow through. Our work in assessment is first and foremost an outgrowth of ASA's longstanding commitment to teaching, *not* just a response to new prodding from outside.

Who's involved in the Teaching Services Program?

This is our structure: we have a staff person (me); a journal and editor; and a person outside the office who handles the scheduling of workshops (nine per year on teaching, one of which is on assessment). That outside person also handles the consultation team, which does program reviews. This team, called the Teaching Resources Group, is a network of consultants with demonstrable skill in teaching sociology. "Demonstrable skill in teaching" — those words are *very* important. These are not just experts in sociology but people who evidence a mastery of the literature and skills necessary to consult on teaching topics.

To qualify as a consultant, you have to make a presentation, be judged in action — presenting, fielding questions, thinking on your feet, and so on — and then you're given special training. So by the time you've been through all that, it really *means* something to be a part of this group. We have sixty or so consultants, from all over the country and all types of institutions.

We get requests from departments — usually they want to work on a particular topic — and we match their topic to a team or person. Assessment is big, and moving very fast, so in that area we're getting a lot of requests. It's hard to find enough people to do that kind of consulting. In fact, assessment is one of the three most important questions in the teaching of sociology today; the other two are training grad students to teach, and internationalizing the curriculum. These are our highest priorities right now.

You said the program also devotes one workshop a year to assessment?

Yes, but one workshop on assessment per year is a drop in the bucket. I'd like to make 1992-93 the year of assessment in sociology, try to get every department in the country to make some progress in assessment, and really test the notion of assessment measures that are linked to the discipline.

The departments that get involved in assessment are generally pleased with ASA's help and pleased with the payoffs. They're displeased when something is forced on them and seems to have no purpose beyond administrative fiat.

It's ironic that we have lots of trouble with that first step, the goals, but then relatively little later on. That's the opposite of what happens in most fields, where you get relatively quick consensus on goals but then no agreement about how to measure them.

ON BEING SOCIOLOGISTS

Let's talk a bit about your discipline.

One thing we have going for us as sociologists: We're very comfortable measuring squishy things like marital happiness or alienation or urban decay . . . so we don't just stamp our foot and say, "It can't be done, you can't assess learning outcomes." We *have* ways to do it, so we *should* be leaders on this topic. Sociologists are also comfortable flipping from one method to another, good at understanding the limits of national norms versus institution-specific data. We understand the problems of generalization; we're more savvy here than, say, faculty in the humanities.

But sociologists are terrible about reaching consensus. They never want to reach consensus. People in sociology feed on differentness. Is that bad for assessment? No, but it can make assessment hard to accomplish. It can be a block to assessment, particularly in the major, where you need to believe that there's such a thing as study in depth and a core body of knowledge to be mastered. Sociologists, not incidentally, are generally opposed to an outcome measure like the GRE, which assumes there's a single body of knowledge that everyone should know.

Should you focus instead on skills and abilities?

Yes, it probably would be easier to reach consensus if we focused on the appropriate skills and abilities of a sociology major. People could deal with that emphasis. They take well to the portfolio idea . . . you know, the individual student's learning history.

All this sounds good, but there's a downside. All the curricular reports, from AAC and others, note that sociology has a "young" or "horizontal" curriculum. That is, one department's offerings bear little similarity to others; there's a strong sense of "to each his own." People have a strong ideological commitment to that idea, so common or comparative measures are out. Even within departments, it's very hard for a faculty to reach consensus about common goals.

It's ironic that we have lots of trouble with that first step, the goals, but then relatively little later on. That's the opposite of what happens in most fields, where you get relatively quick consensus on goals but then no agreement about how to measure them. It's an interesting challenge for sociology. It helps that at least we know what we are. It's better for us to know this about ourselves and work on assessment *ourselves* from this starting point, rather than have "expert" consultants come in who don't understand this.

It struck me at AAHE's Assessment Conference that a lot of soci-

ologists are in assessment jobs. Maybe sociology is the best training for assessment. You get analytic skill, but also a macro-orientation — a big picture of the university. You understand power relations, roles, organization better than, say, a psychometrician, who might construct a better measure but not see the structure of the university. Another thing: Sociologists have a real tolerance for ambiguity. They know it's important not to reach premature closure or hang your hat on any one test result.

Have you run into problems?

Well, there's the issue of credibility: the assumption some folks make that faculty development and attention to teaching are just gimmicks. There's some of that. But when you're working with your own colleagues, you can overcome that pretty quickly.

What are the payoffs?

Well, first of all, the *process* of reaching an assessment strategy is as valuable as the assessment data itself. I can't emphasize that too strongly. The process makes faculty think collectively, in a goal-oriented way, about intentional teaching. That alone is a great stride forward. All too often that dialogue has not occurred in a department.

And then?

Lots of good things tend to happen. Faculty link courses where they've been islands, they build sequences, they think together in a coherent way about skill building, they coordinate their courses and respective efforts. They definitely shore up the major.

Beyond the major, are departments assessing their contribution to the students' general education?

Most of our students, the vast majority, will never be majors. Because sociology is seldom taught in high schools, very few students come in planning to major in sociology. So most of our coursework, located in the lower division, aims at recruitment. In the first two years, majors and nonmajors are undifferentiated in their interests, aptitudes, backgrounds. Only after the second sociology course do we begin to see a difference.

Mostly, when we talk about assessment, we mean assessment of the *major*; so far, we've done almost no assessment of the sociology or social-science component in general education. That's a weakness. One course might not make a huge difference but it would be interesting to see which *kinds* of social science courses, taught in which different *ways*, contribute to general-education outcomes.

What about critical thinking, creativity, communication, and problem solving?

They need to be taught in the context of *something*, in other words, within a discipline. There are differences in these abilities based on context. Critical thinking in sociology is not the same thing as critical thinking in literary analysis.

Are there assessment methods especially appropriate to sociology?

At your conference I became more convinced than ever of the importance of discipline-based approaches. In sociology, we want to see students get skills and insight, not just raw content, but especially we want students to develop their sociological imagination, to learn to take a *structural* look at what is presented to them. That's a kind of critical thinking, a particular way of looking at and evaluating evidence. It's a very important outcome for us. But it's hard for our students — and us — to look good on generic before-and-after tests that just don't test for this. So that's a point of resistance for faculty. We need creative measures that tap into what *we're* doing. We should do more qualitative assessment.

DISCIPLINE, HEAL THYSELF

Your assessment of assessment?

We're very glad we got into it. We believe in it, we know it's happening, and we'd rather it be discipline-based and controlled by our sociologist colleagues. I say to departments: "Get your own house in order or someone else will do it for you." I tell them that beyond this negative reason to do it, there are positive reasons. I tell them: "This will help you as individual teachers and as a department; it'll help your students; it'll strengthen your program." I'd say the same thing to other learned societies.

So why has there been so little attention to assessment in most learned societies?

Look at the descriptor: "Learned society" sounds like only the learned side counts, not the teaching piece. They don't have a commitment to teaching. There's that mythology of teaching: It's applied, anyone can do it. It's related to why we don't teach people how to teach. It's myopia, the notion that it's not possible, or not important.

At ASA, it would have been hard to do anything without a history of concern for teaching. Work in assessment became possible only because of the earlier commitment to teaching. We have the infrastructure all in place, and the mindset; we have staff and a budget. To start cold, which many societies would have to do, would be very difficult. They have no history to draw on. Of course, some disciplines — math, economics — have separate organizations for teaching. I think that leads to ghettoization, but in some cases separatism might be the answer.

What would you tell another learned society?

It's important to exercise leadership on assessment, and there are a number of ways to do that — say, form a task force. The most important thing we can possibly do, as teachers and scholars, is to convey the content of our field in an exciting way so students will grasp and learn and want to learn more. Discipline, heal thyself. ■

We also think it's imperative for a learned society to exercise some leadership in showing that assessment is important, whether it's required or not.

Note

Carla Howery is deputy executive officer and director of the Teaching Services Program at the American Sociological Association, 1722 N St. NW, Washington, DC 20036.

Seventh AAHE Conference on Assessment

June 21-24, 1992 ■ Miami Beach, FL

Since the mid-1980s, assessment practice has grown and evolved at an impressive pace: over 80 percent of all colleges are now doing assessment (up from a handful in 1985), using an array of methods undreamed of six years ago.

Now, though, the context in which we do the work of assessment is changing. The National Education Goals, "America 2000," and a variety of state initiatives have brought nationwide attention, with an intensity unseen in years, to the quality of American education from kindergarten through college. State policy on assessment, after favoring a decentralized approach for the last several years, seems to be shifting toward greater directiveness, toward stronger insistence on action, accountability, and visible results. Colleges and universities are struggling, in times of shrinking resources, to maintain their assessment programs and to use the findings for undergraduate improvement. Meanwhile, nearby — sometimes literally next door — the schools that prepare our students are hard at work redesigning, restructuring . . . and struggling with assessment.

The next AAHE Conference on Assessment in Higher Education is scheduled for June 21-24, 1992, in Miami Beach. We want it to reflect the complexities and promise of assessment in a volatile context. We hope to provide plenty of practical help, and at the same time show how campus work fits into a bigger picture.

To accomplish that, we need your ideas, your leads, and most of all your proposals for workshops and sessions. Help us move the assessment and education reform agenda forward with the timeliest, most challenging Assessment Conference yet!

Continued Conversations...

As always, we plan to offer **plenty of sessions and workshops on "basics"** — like assessment of entry-level skills, general education, thinking and communication skills, and student development. We want to continue the conversations from last year about equity and diversity, accreditation, indicators, TQM, and new theories of student learning and development. We look forward to more of the campus stories and plain talk about what works and what doesn't that have made this conference special.

... And Special Emphases

The upcoming conference also will have special emphases. One of them will be **assessment in the discipline, the major, and the professional or vocational program.** Since the beginning of the assessment movement, faculty have found assessment of the major appealing for many good reasons: because of their commitment to their own discipline; because it was an area where they felt competent and confident; and not least of all because they "owned" the curriculum and could take action based on assessment information. According to the 1991 "Campus Trends" report, the major is the second most frequently assessed academic domain (writing is first).

Now, we think it's time to pose some provocative questions about the special contribution that disciplines, departments, and learned societies can make. Is assessment more engaging for faculty — and therefore more successful, more enduring — when it coincides with their own disciplinary interests? Does the discipline offer the best route into assessment for faculty at research universities — where interest in assessment has been minimal? What role have learned societies played in promoting sound, discipline-linked assessment, and how could they do more?

We're also keenly interested in examples of **alternative assessment methods and strategies** — portfolios, capstone courses and projects, field experiences, declamations, laboratory demonstrations, exhibitions, ethnographic research, and other strategies. Are there natural affinities between any of these approaches and the research methods or educational values of particular disciplines? Has the recent emergence of more qualitative, performance-based assessment strategies changed assessment in the major — or in other domains?

At the AAHE Assessment Forum, we've never thought of assessment as an end in itself; we see it as a tool for educational reform. So we'd like to hear how assessment results are being used to **transform curricula or teaching and learning** — or why such efforts might fail. How can assessment be successfully embedded to make it more beneficial for learning and more cost-effective? Has assessment, for example, affected admissions or graduation requirements at your institution? Have new structures or systems for change been tied to assessment? Can you tell us a story about how assessment activity is being rewarded and encouraged on your campus, at either the department or institution level? Can assessment help to revalue teaching, redefine scholarship, and make both teaching and scholarship (broadly defined) more "rewardable"?

The Forum is committed to promoting good campus practice — but we also recognize that campus practice doesn't take place in a vacuum. So we'd like to hear about the "big picture." Tell us about your experiences in **communicating your work.** In particular, have you found ways to convey results from qualitative approaches — narratives, case studies, unconventional documentations of various kinds — to external publics?

Can you tell us how a campus (or department or program) is **using assessment to respond** to national-level education reform, state-level calls for accountability, or local school-reform efforts? Are you working on assessment in collaboration with schools? Doing assessment work that will tie in with the National Education Goals, especially the goals for science, math, and critical thinking?

Submitting a Proposal

Get in touch and share your ideas, your strategies, your concrete experience. To submit a proposal for a workshop or session, write to the AAHE Assessment Forum no later than *February 1, 1992*. Address proposals to: AAHE Assessment Forum, Attn: Conference Proposals, One Dupont Circle, Suite 600, Washington, DC 20036-1110. ■

Around the office and in AAHE's special projects.

Call for Board of Directors Nominations

AAHE invites you to nominate candidates now for the 1992 Board of Directors election to be held next spring. A nominating committee, headed by Past Chair Alison Bernstein, will consider the names submitted and select the final election slate.

The following offices are open for nominations: *Vice Chair*, to be Chair in 1994-95; and three *regular positions* on the Board. All the offices carry three-year terms.

To nominate yourself or someone else, submit a short letter describing the contribution your nominee would make to AAHE and the Board, and enclose a copy of the nominee's resume.

Mail your nomination to AAHE, Attn: Charlene White, One Dupont Circle, Suite 600, Washington, DC 20036-1110. Nominations must be postmarked by Friday, *December 13, 1991*.

Tapes, and Tapes Too

This year, for the first time, audiotapes are available for most of the sessions from this year's **Assessment Conference,** June 9-12, 1991, in San Francisco. Tape offerings include "How to Get the Assessment Ball Rolling," "Higher Education, Assessment, and the National Education Goals," "Fair Enough? A Closer Look at Alternative Assessment," "Assessing Student Success at the Community College," "Clustering Students and Linking Courses," "Assessment as Faculty Development," "Discipline-Linked Assessment," "Total Quality Management and Assessment," and "But What Do I Do on Monday? Four Next Steps."

Tapes are $8.50 each; bulk discounts are available. To receive an order form, send a self-addressed, stamped envelope to Assessment Audiotapes, at AAHE. Or call Mobiltape toll free at (800) 369-5718, Monday-Friday, 8 AM-5 PM Pacific Time.

Audiotapes also are available from past **National Conferences** on Higher Education, including the 1991 "Difficult Dialogues: Achieving the Promise in Diversity," and from past National **Conferences on School/College Collaboration.**

For a list of available tapes and ordering information, send a self-addressed, stamped envelope to Conference Audiotapes, at AAHE. Please indicate which conference(s).

AAHE in Action

Leadership Council Meeting of the AAHE Assessment Forum. To comment on the Forum, contact Barbara Wright at AAHE. *December 19-20, 1991*

Proposal Deadline for the 1992 AAHE Conference on Assessment. For the Call for Proposals, see the November *Bulletin* or contact Barbara Wright at AAHE. *February 1, 1992*

1992 National Conference. Chicago, IL. *April 5-8, 1992*

1992 Assessment Conference. Miami Beach, FL. *June 21-24, 1992*

1992 School/College Conference. San Diego, CA. *June 28-July 1, 1992*

1993 National Conference. Washington, DC. *March 14-17, 1993*

1994 National Conference. San Francisco, CA. *March 20-23, 1994*

What's on Your Mind?

To comment on the *Bulletin*'s content or on Association issues generally, write to Letters, AAHE Bulletin, One Dupont Circle, Suite 600, Washington, DC 20036-1110; fax (202) 293-0073. Letters should not exceed 200 words, and will be edited for publication.

Seymour

(continued from page 13)

in all areas, and to celebrate change rather than fear it. It has also helped to flatten the decision-making hierarchy."

A more objective cost/benefit analysis was conducted by a number of study participants, who still felt TQM was worth it:

"To date I would estimate that in its two years of implementation, we have invested approximately $100,000 in the implementation process. These are real dollars that have been diverted from the regular campus budget to implement Total Quality Management. . . . I am 100 percent committed to its [continued] implementation . . . it has been worth the money and effort because TQM has greatly improved the culture of the campus."

In the third category — the "conditional yes" — a core group of respondents believes there have been benefits but is unwilling to dismiss TQM's downside. Their "conditional yes" has roots in a specific problem or frustration:

"Yes, but it's much harder than I was led to believe, and it takes longer."

"At the project level, it has been worth the effort because there have been successes and improvements and these make future projects easier . . . [however] with institutionwide issues, it has not, because there is little more than lip service at the top level."

Perhaps the best summary comment is one that reflects the "two steps forward and one step back" challenge facing TQM implementation efforts on college campuses. "We find that we stumble a lot, consult a lot, and finally manage to achieve our objective," a practitioner suggested on the survey, then added, ". . . isn't that the way of all learning?" ■

Note

This article was adapted with permission from the GOAL/QPC Application Report (1991) "Quality Management in Higher Education," by Daniel Seymour and Casey Collett. Copies of the report are available for $10.95 (1-25 copies) and $9.95 (26+ copies) from GOAL/QPC, 19 Branch Street, Methuen, MA 01844, (508) 685-3900.

Bulletin Board

by Ted Marchese

Welcome back for news about AAHE members (names in **bold**) doing interesting things, plus items of note . . . do send me news!

PEOPLE: Several dozen cronies and admirers gathered in town last month to fete **Clark Kerr** on his 80th birthday . . . good to spot there several members I hadn't seen in a while, including **Martin Meyerson, Al Bowker, Marian Gade, Gloria Scott, Jack Peltason,** and **Alden Dunham** . . . Alden retired September 30th from the Carnegie Corporation of New York after twenty-five years as a perspicacious program officer, and has moved to Hilton Head. . . . Belated best wishes to **Barry Munitz** on becoming chancellor of the California State University system, and to **E.K. Fretwell,** called from near-retirement in North Carolina to become UMass's interim president. . . . **Alice Emerson** moves on, to the Mellon Foundation, after sixteen years of admired service as president of Wheaton (MA). . . . **Donald McDonald** is the new president of the American University in Cairo. . . . **Claude Pritchard** became president of Maryville College in 1977, when it had 1,200 students and an endowment of $400,000 . . . he'll step down next June with Maryville University enrolling 3,500 students, endowment at $16 million. . . . **Linda Koch Lorimer,** of Randolph-Macon, is the elected president of the seventy-member Women's College Coalition, succeeding **Anita Pampusch,** of the College of St. Catherine.

MORE PEOPLE: Thanks to John Carroll president Fr. **Mike LaVelle** for representing AAHE at the October 11 inauguration of **Carol Cartwright** at Kent State. . . . **Kats Sakamoto** leaves Indiana U. new CEO of the Alameda campus, California School of Professional Psychology. . . . Former Board member **Jerry Gaff** returns to Washington to head an AAC project on general education, funded by the Lilly Endowment . . . Jerry's latest book, *New Life for the College Curriculum*, will appear shortly (Jossey-Bass). . . . One of AAHE's most valued Board members has been **Wayne Barcomb,** president of PWS-Kent, the college textbook publisher in Boston . . . after thirty-four years in the game, Wayne decided to retire in September, and to resign then from the AAHE and other boards at the same time. . . . The Society for College and University Planning has two major awards each year, separately juried, a Founders Award and the Distinguished Service Award . . . this year, *both* went to the same person: Michigan's **Marvin Peterson.** . . . As humorist Dave Barry says, we rely on the Alert Reader for intelligence here . . . in that spirit I want to thank **Ellen Chaffee,** of the North Dakota Board, for helping bring TQM to our and many other people's attention (Ellen first wrote to AAHE about TQM in 1989).

NATIONAL GOALS: When the National Education Goals Panel released its "report card" September 30, AAHE showed up, issued a statement, led a discussion, and generally tried to convey to the governors that higher education cared about the Goals process. Most of the other associations ignored the event. The upshot is that AAHE was asked by the governors to run the higher education part of the "Charlottesville II" National Goals "summit" in Des Moines, October 27-28. Board member **Blenda Wilson,** of the University of Michigan-Dearborn, addressed that summit on our behalf.

CASES: Last year AAHE published (with AACTE), *The Case for Cases in Teacher Education*, a monograph by **Kay Merseth**. It made an interesting argument that Ed schools needed a distinctive pedagogy — law, medical, and B-schools have theirs — to realize higher ambitions, and that teaching with the case method looked promising. Now comes the complementary volume, *Case Studies for Teacher Problem Solving* (McGraw-Hill), by **William Welty** and colleagues at Pace University, twenty-eight cases in all, developed under a FIPSE grant, a gold mine of possibilities for teacher educators.

THE TEACHING PORTFOLIO: The search has been on for better ways to document and display college teaching . . . just out, a first book on a much-discusssed approach, **Peter Seldin**'s *The Teaching Portfolio*, a 96-page, example-filled "guide to improved performance and promotion/tenure decisions" ($14.95 plus $1.50 shipping from Anker Publishing Co., P.O. Box 249, Bolton, MA 01740). Later this month, AAHE brings forth step two on the topic, *The Teaching Portfolio: Capturing the Scholarship of Teaching*, which treats portfolios in a context of last year's Carnegie report "Scholarship Reconsidered" . . . the AAHE version, by **Russ Edgerton, Pat Hutchings,** and **Kathleen Quinlan,** delves deeply into matters of rationale, portfolio content, and usage (with advice more cautious than Seldin's) . . . order copies at $12.95 each (AAHE pays the postage).

A SALUTE: November 23rd will be the twenty-fifth anniversary of the *Chronicle of Higher Education*'s first issue . . . a grant championed by **Alden Dunham** at Carnegie helped get the paper going . . . special congratulations to *CHE* founder-publisher **Corbin Gwaltney** . . . in that first, 1966 issue, the headline read, "Reagan Is In in California — But Will Kerr Be Out?" ■

ANNOUNCING

Study Tour to Nigeria
August 2-16, 1992

Dust off your passport and travel to Nigeria for two weeks this summer with AAHE and members of the AAHE Black Caucus on an educational/cultural study tour set for *August 2-16, 1992*.

This unique event is being planned to help AAHE members and other travelers deepen their understanding of Nigeria's educational system and culture and help create ties between American and Nigerian administrators and faculty.

Tour participants will meet with colleagues at Nigerian universities, explore local culture, tour Nigerian cities, and visit museums and palaces. The trip will include seven days in Lagos, Nigeria's capital and the largest city in Subsaharan Africa, and briefer visits to Ife, the center of Yoruba culture; Ibadan, the former capital of Western Nigeria; and Benin City, heart of the Old Great Benin Kingdom, famous for its royal art.

The Nigerian trip grew out of interest generated by AAHE's 1990 study tour to Ghana, also sponsored by the AAHE Black Caucus. This year's tour leaders, James C. Renick, vice provost at George Mason University, and Melvin C. Terrell, vice president for student affairs at Northeastern Illinois University, both participated in that Ghana tour and recognized the value in providing future opportunities for more individuals to explore other African cultures.

Among the aims of the 1992 Nigerian study:

- Encourage international understanding and exchange that will lead to an ongoing dialogue between Nigerian and American higher education professionals.
- Encourage the integration of international content in college curricula.
- Identify international education projects for follow-on involvement by tour participants.

Registration. AAHE members will each be sent a brochure containing trip details and a registration form late in November. Interested nonmembers should call AAHE's National Office to be put on the mailing list. ■

AMERICAN ASSOCIATION FOR HIGHER EDUCATION

AAHE members receive free the *AAHE Bulletin* (ten issues/year) and *Change* magazine (six issues/year); significant discounts on conference registration; special rates on selected non AAHE subscriptions; Hertz car rental discounts; and more. To join, complete this form and send it to AAHE, One Dupont Circle, Suite 600, Washington, DC 20036-1110.

Membership *(choose one)*
Regular: ☐ 1 yr, $75 ☐ 2 yrs, $145 ☐ 3 yrs, $215
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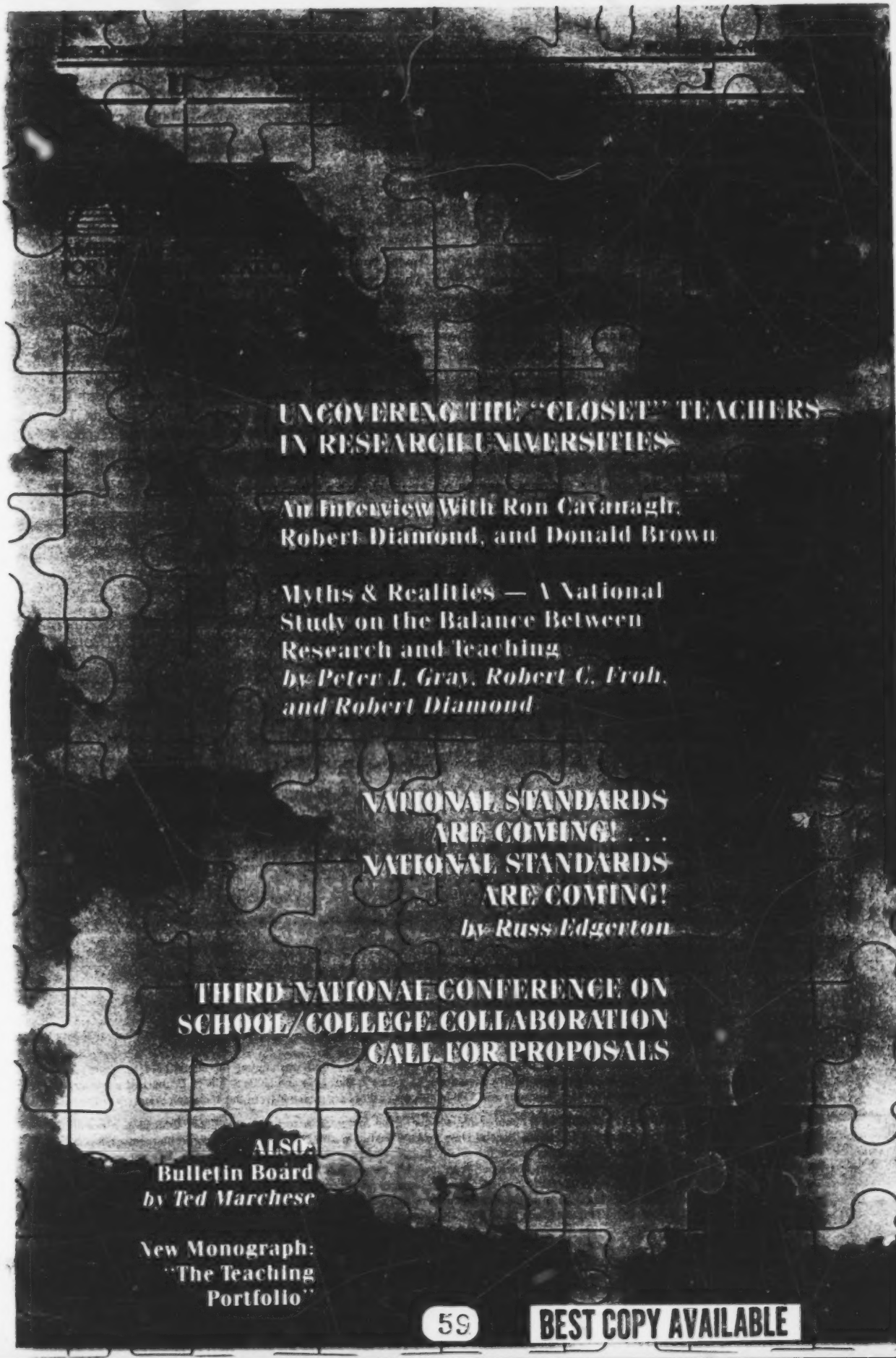
UNCOVERING THE "CLOSET" TEACHERS IN RESEARCH UNIVERSITIES
An Interview With Ron Cavanagh, Robert Diamond, and Donald Brown
Myths & Realities — A National Study on the Balance Between Research and Teaching
by Peter J. Gray, Robert C. Froh, and Robert Diamond
NATIONAL STANDARDS ARE COMING! . . . NATIONAL STANDARDS ARE COMING!
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THIRD NATIONAL CONFERENCE ON SCHOOL/COLLEGE COLLABORATION CALL FOR PROPOSALS
ALSO:
Bulletin Board
by Ted Marchese
New Monograph: "The Teaching Portfolio"

BEST COPY AVAILABLE

In this issue:

The word for today is "teaching" . . . prizing it . . . improving it . . . discussing it . . . evaluating it . . . *rewarding* it. While we didn't design this December *Bulletin* as a theme issue, the common thread is there.

First, in "Uncovering the 'Closet' Teachers in Research Universities," starting on the next page, results from a survey begun at Syracuse expose how faculty and administrators at almost fifty such institutions felt about the balance between teaching and research. Two surprises awaited: More support exists for undergraduate teaching than either group expected, and their opinions were more alike than different. The survey's outcome has stirred fresh conversation nationwide, and at Syracuse, at least, an increased emphasis on teaching in the reward system.

Next, beginning on page 8, AAHE President Russ Edgerton argues that the call for national education standards is not a mere political ploy of a particular administration but a many-faceted expression of public disappointment in the quality of teaching — at both the school *and* college levels. The time has come, he asserts, for higher education to attend to that call. We invite you to engage the standards movement at our Third National Conference on School/College Collaboration; find its Call for Proposals on pages 13-14.

Finally, on the back cover, we proudly announce publication of *The Teaching Portfolio: Capturing the Scholarship in Teaching*, the latest from the AAHE Teaching Initiative. Thoughtfully, succinctly, and concretely this monograph describes a tool for reflecting on, evaluating, and improving teaching. The teaching portfolio can help document and display a conception of teaching that is, as Lee Shulman describes it, a "pedagogy of substance" — recognized, valued, *and rewarded* as a form of scholarly work. ***—BP***

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AAHE BULLETIN
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UNCOVERING THE "CLOSET" TEACHERS IN RESEARCH UNIVERSITIES

an interview with Ron Cavanagh, Robert Diamond, and Donald Brown

In the spring of 1989, Syracuse University conducted a survey of its faculty, department chairs, and deans about their attitudes toward teaching versus research. Did faculty at that research university care more about research than about undergraduate teaching? Did administrators? What did faculty and administrators think their colleagues care about? Were they right? The surprising results blossomed into a national study by forty-seven research universities, and this in turn to a spinoff project involving several disciplinary societies.

AAHE President Russ Edgerton used the occasion of a conference at Syracuse in October to interview the two key actors at the university — Ron Cavanagh, vice president for undergraduate studies, and Robert Diamond, assistant vice chancellor and director of the Center for Instructional Development. They were joined for part of the conversation by Donald Brown, professor of psychology and director of the Center for Research on Learning and Teaching at the University of Michigan, one of the institutions where the Syracuse survey was replicated.

Ron Cavanagh

Robert Diamond

Donald Brown

Photographs by Steve Sartori

EDGERTON: Bob, take us back to the beginning in 1989 — why did you undertake a survey at Syracuse in the first place?

DIAMOND: We had begun a project called Focus on Teaching with a grant from the Sears Roebuck Foundation, which had as its goal to improve the climate for teaching. The steering committee we put together to oversee the project consisted of the academic vice chancellor and key deans and chairs, and that committee's feeling was that we needed base data — both to establish where we were and to be able to measure later whether the project had made any difference. So we devised a questionnaire to get at perceptions of the current balance between teaching and research at Syracuse, and to determine what balance between the two dimensions our academic community felt was appropriate.

EDGERTON: And you found that your university was full of "closet" teachers and supporters?

DIAMOND: Exactly. The faculty, department chairs, and deans all thought that there should be a much more even balance between teaching and research. But what was really interesting is that they all thought their colleagues felt otherwise.

EDGERTON: Ron, how did the university react?

CAVANAGH: The survey results legitimized movement in this area . . . they said to us that it was *possible* to try to improve the position of teaching and the balance between teaching and research at our university.

But it also laid down a challenge. Everyone was saying a balance was needed; if we didn't address the issue, it would show a corrup-

(continued on page 6)

MYTHS & REALITIES

First data from a national study on the balance between research and teaching at research universities.

by Peter J. Gray, Robert C. Froh, and Robert M. Diamond

During the fall of 1990 and spring of 1991, we surveyed faculty and administrators at forty-seven research universities (thirty-three public and fourteen private) from all over the United States. The survey form consisted of eight items about the relative importance of research and undergraduate teaching. In answer to each item the respondent marked a nine-point scale, with a 0 indicating that teaching and research were equal in importance and a 4 toward either the teaching or research end indicating the activity was of utmost importance. (See Figure 1.)

The average number of surveys distributed on each campus was slightly less than 1,000; the overall return rate was about 50 percent, for a total of some 23,300 responses from forty-seven campuses. The data reported here represent survey responses from 20,772 faculty, 1,785 unit heads, 522 deans, and 223 central administrators.

The Results

Some of the important findings of the survey are these:

- Most members of all groups (both faculty and administrative groups) indicate that their institution should favor an equal balance between research and undergraduate teaching. (See Figure 2.)
- Most faculty (68 percent) see their institution favoring research over teaching, with the majority of faculty (55 percent) seeing their institution *very strongly* favoring research over teaching (a rating of 2, 3, or 4 on the research side). (See Figure 3.)
- Most members of administrative groups (between 52 and 61 percent) also see their institution favoring research over teaching, with a significant percentage of administrators (between 33 and 43 percent) seeing their institution *very strongly* favoring research. (See Figure 3.)
- Faculty in particular perceive that the higher one's position in the university administration, the greater one's bias toward research. (See Figure 4.)
- Each administrative group (academic unit heads, deans, offices of academic affairs) sees both faculty and other administrative groups favoring research, where it sees itself favoring a balance between research and teaching. (See Figure 4.)

The consistency among institutions was surprising. All face similar problems of rewards and priorities. Every single institution in the study sees a need to pay more attention to teaching. However, selections from the 1,000 typed pages of comments from the surveys highlight the challenge that campuses face when addressing the balance between teaching and research, as reflected in how much individual faculty differ in their perceptions. For example:

"Unfortunately, this institution of 'higher learning' has settled on the bandwagon of those 'world class' pseudo-institutions of higher education where a 'publish or perish' situation reigns supreme — to the detriment of the education of our students — which is, of course, the professed reason for our being here." (Visual and Performing Arts)

"Promotion and tenure must be mainly based on research credentials because that is more closely related to ability than is good teaching. We want both but must select one and let the other be handled by other incentives." (Psychology)

"Teaching is given lip service at the university; while research, especially in my department, is highly praised (the formal and lengthy announcements in departmental meetings upon publications of books, monographs, grants, etc.) and only a blanket 'good work' for teaching a very heavy load." (Writing)

"In personnel actions, teaching can hurt you, but it can't help you. So long as courses are taught and grades

Figure 1. The eight survey items. Survey forms were modified to suit each group; the example was prepared for faculty. Respondents indicated their answers on a 9-point scale.

teaching 4 3 2 1 0 1 2 3 4 **research**

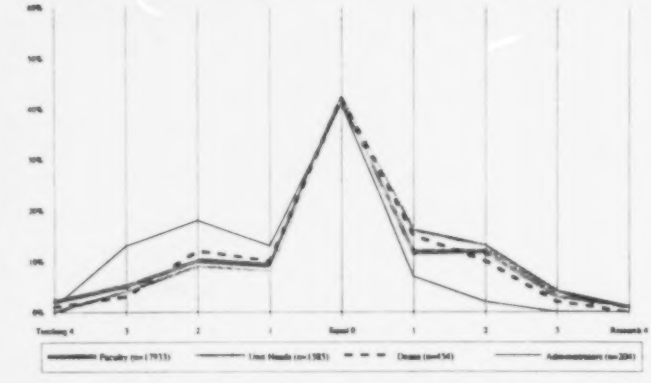
In relation to each other, currently how important are research and undergraduate teaching to:

1. You personally?
2. The majority of other faculty in your department?
3. Your academic unit head (e.g., department chair)?
4. Your dean?
5. The Office of Academic Affairs?

Please circle the number that best represents your perception of:

6. The direction you think our university *is going*.
7. The direction you think our university *should go*.
8. The direction you think *you* should go based on your interests.

Figure 2. What direction do you think the university *should go*?



Peter J. Gray is the director of evaluation and research, Robert C. Froh is the associate director of evaluation and research, and Robert M. Diamond is assistant vice chancellor and director of the Center for Instructional Development at Syracuse University, Syracuse, NY 13244.

turned in, the university remains basically indifferent to the quality of teaching." (History)

"I love teaching, and yet I feel frustrated over not being able to devote time to the research that would inspire me to be a better teacher." (Foreign Language)

As part of the study, we also explored differences among subgroups. We found no startling differences by gender or academic rank. We did, however, find differences by institutional type and discipline, and our analysis of data at that level is still under way.

Institutional type. Faculty at "Research I" institutions tend to believe that their institutions should lean slightly toward research, while those at "Doctoral Granting II" institutions believe the balance should be slightly toward teaching. A few institutions did show a strong emphasis toward teaching or toward research. But even in those instances where research was thought more important, the feeling was that the emphasis was too great and needed to be modified. Interestingly, several "Research I" institutions leaned slightly toward teaching (perhaps in reaction to the research bias), while some "Doctoral Granting II" institutions leaned more toward research.

We also found that at some institutions there was considerable consistency between the faculty and the different administrative groups regarding their perceptions of the existing balance between teaching and research, and in their perceptions about where their institution should go in supporting a more appropriate balance. At a larger number of other institutions, however, faculty and administrative groups diverged greatly in their perceptions. We hope to conduct case studies to explore these differences further.

Discipline. While our analysis is incomplete, differences do exist in both the direction and the degree of change faculty would like to see. Faculty in the "hard sciences" and some of the social sciences where traditional notions of research fit well tended to support a continued, but modest, emphasis at their institution on research. Faculty in the humanities and performing arts believe their institution should move from what they perceive to be a strong emphasis on research to a teaching emphasis. (Complete data are included in the final report.)

Figure 3. What direction do you think the university *is going*?

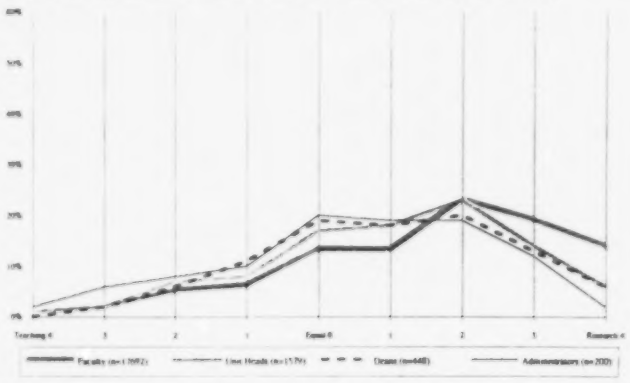
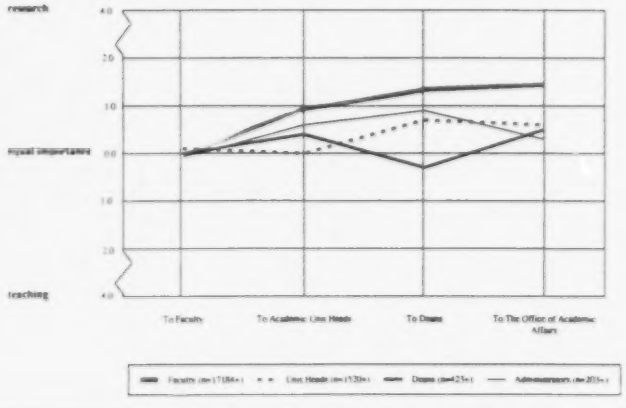


Figure 4. How important are research and undergraduate teaching to *others* at your university?



Comment

Perhaps one of the best kept secrets in higher education is that most faculty *and* administrators at research universities disagree with the present emphasis on research as opposed to teaching. Faculty, unit heads, deans, and central academic administrators at such institutions really do care about students and teaching. We do not mean to imply that research universities should become primarily teaching institutions. But the results of our survey do indicate that respondents believe an appropriate balance between research and undergraduate teaching does not now exist at their research institution and that such a balance should exist.

That said, faculty offer a caveat. Although administrators might speak about the importance of teaching, their behavior in personnel actions; in allocation of department, college, and university resources; and in the criteria used in the promotion and tenure systems tend to convince faculty otherwise.

Faculty wrote eloquently about priorities and the reward system; while many described their frustrations, others prefer the status quo. In addition, while some faculty see themselves primarily as researchers, others feel their major contribution is as teachers. And, individual faculty roles can change as personal interests and institution priorities do. Such variation suggests that the balance between research and undergraduate teaching should be sought at the department level rather than at the individual level. The ideal reward system must be sensitive to all these variables. ■

Note

The full report of the Lilly Endowment Survey is available at cost while supplies last from the National Study of Research Universities, Center for Instructional Development, Syracuse University, 111 Waverly Ave., Suite 220, Syracuse, NY 13244-2320. Two reports on Syracuse's Focus on Teaching project, which include revised tenure and promotion guidelines from a number of the institution's schools and colleges, also can be obtained from the Center. For more information, call (315) 443-4571.

(continued from page 3)
tion of spirit, or at least bankruptcy of courage on our part as an institution. Also everyone felt a tinge of guilt -- a recognition that we really ought to be paying more attention to teaching.

DIAMOND: I think, too, it gave us the groundswell of support, as Ron said, to do what we wanted to do. This project had started with the top administrators, deans, and chairs, who establish the climate of the institution. So with our data in hand, we started with that group and began discussing their role in the change process. From there it moved to addressing the tenure and promotion system and on through the campus.

EDGERTON: How did the other institutions get into the act?

DIAMOND: Other campuses began asking us whether they could use the survey. At that point, we asked the Lilly Endowment for a grant to enable forty-eight other institutions to replicate the survey. In parallel, we began working with a cluster of six major research universities (University of California at Berkeley, Carnegie Mellon, Ohio State, Michigan, Northwestern, and the University of Massachusetts at Amherst) through a FIPSE-funded project to build on the Syracuse experience and to develop their own programs to address the balance between teaching and research. The survey is the first step in that process.

EDGERTON: And the report you've summarized for the *Bulletin*?

DIAMOND: . . . is our first analysis of the data we collected from the forty-seven universities who have replicated our survey so far.

CAVANAGH: . . . And the national results were the same as those at Syracuse, Russ. The message is that the research universities have tilted toward research beyond what most faculty feel is appropriate . . . and not only faculty feel this way but also deans, chairs, and central administrators.

EDGERTON: Don, let's bring you into this. You replicated the survey at the University of Michigan.

BROWN: Yes, and we redid the questionnaire to get information about the rank and seniority of the respondents, and what departments and schools they represented. We concocted a cover letter and sent the survey out in the campus mail to faculty, chairs, deans, and other administrators. To my surprise, we got better than a 50 percent return, just as Syracuse had.

EDGERTON: What did you find?

BROWN: The thing that stood out, as at Syracuse, was what in social psychology we used to call "pluralistic ignorance." Everyone is secretly going to vote for Harry Truman, but they feel foolish admitting this, since they think no one agrees with them, so they say they are going to vote for Dewey. Yes, our faculty, in general, favor redressing the balance. The degree of redress depended on which school they were in — more in art and music, but even among liberal arts and engineering faculty they wanted a considerable redress.

At the same time, when asked how they thought their peers would answer — peers, now, not administration — they all saw their peers as being much more strongly in favor of research than they themselves were. But, of course, that wasn't so; everyone felt essentially the same.

EDGERTON: Maybe here we should go back to the national sample . . . what else seems worth highlighting?

DIAMOND: First, that central administrators as a group are atypical. Of all the groups, the central administrators were the group that most perceived themselves as caring about teaching. Yet they also are the one group that all the other constituencies — faculty, department chairs, and deans — perceived as tilting the most strongly toward research.

EDGERTON: You're saying the results indicate a misperception about central administrators?

BROWN: It's only a misperception if you look at what top administrators say on the survey, but faculty are looking at what they do!

CAVANAGH: The observation about central administrators and their outlier role is very important. At last year's AAHE meeting, when we shared this finding about our own university's top administrators, the fellow sitting next to me muttered "Self-serving bastards!" There is a cynicism about the folks who are really responsible for changing the reward system . . . a feeling that administrators are changing their rhetoric but not the system.

DIAMOND: Right. You see a faculty member in the sciences or engineering getting $200,000 . . . $300,000 . . . $400,000 in start-up dollars, and then the administration takes great credit for giving $500 to a great teacher. One campus told us, "On our campus the research award is $5,000 added to base salary, while the teaching award is $200, one time only." These acts send messages.

EDGERTON: Are there other items to highlight?

DIAMOND: When we break the data down by campus, we notice that in many places there is a great deal of disagreement among groups about where the institution is now and where it is heading. While some campuses look very much alike to all respondent populations, many, many more show quite a lot of stress and friction. When campuses get these data, it will raise lots of issues for discussion.

EDGERTON: Are their differences by gender? years of teaching? rank?

DIAMOND: While there might be gender differences on individual campuses and in certain disciplines, we didn't turn up much difference when our data were reviewed in their entirety.

EDGERTON: What about by discipline? When Donald Kennedy was preparing his now-famous essays to the Stanford community on teaching, he read about forty promotion/tenure files. What he found was a marked disparity between the natural sciences faculty and the rest of the faculty in concern for, and documentation of, teaching. In fact, in his essay he talks about the "two faculties." Did you find this?

DIAMOND: There is a difference, but it is not as pronounced as we anticipated it might be. There's no question that the sciences, some areas in management, economics and some others, come out on the research side of the spectrum, but they don't come out *way* on the research side. It is, however, essential that cam-

puses be sensitive to these differences. The criteria used for promotion and tenure must be sensitive to the strengths of individuals and the differences between disciplines.

EDGERTON: Okay, let's get to the question about how these issues are being framed. When you started off at Syracuse, you defined the issue as "redressing the balance" between teaching and research. But mid-course, out comes the Carnegie report *Scholarship Reconsidered*, in which Ernest Boyer and Eugene Rice call for an end to this tired dichotomy, and suggest that we think more holistically about the underlying unities here . . . about dimensions of scholarship. What impact did this have on Syracuse?

DIAMOND: When we began, we had recognized that the reward system had several components: teaching, research, and service. We were looking to refocus Syracuse on teaching. Ron's initial charge to the schools and colleges was: How are you going to improve teaching, and how are you going to measure that improvement? This led us into an extensive process to overhaul the reward system.

But as Ron and I met with the deans and chairs to talk about how to evaluate teaching for promotion and tenure, they said, "Hold on, there's another problem here. Research is being too narrowly defined."

EDGERTON: So it wasn't initially the national rhetoric that was the stimulus?

CAVANAGH: No, it was the local feeling.

DIAMOND: People were saying, "We need a new definition here. We have to broaden what we mean by 'research' so it really addresses what we mean by 'scholarly work'." It was at this point that we realized how neatly our activities dovetailed with the Carnegie report.

EDGERTON: So you launched activity at the department level to refine, discipline by discipline, the activities that merit more serious consideration as scholarship.

DIAMOND: Yes. Rice and Boyer spoke on campus, then we had a follow-up workshop at which the schools and colleges put teams together. It was at that meeting that we got into the dialogue about a redefinition of scholarly work. When you get to that point, Russ, it has to be done at the school and college levels; it has to have a discipline focus, it can't be something laid on by a central administration.

So, in effect, the schools and colleges have the ball in their court, and they had a scenario ready to go . . . which has been slightly interrupted by the downsizing of the university that's going on right now. But it is up to the disciplines to come up with their appropriate definitions of "scholarly work," and that's where we stand.

EDGERTON: At some point, you decided to get the disciplinary associations involved.

DIAMOND: That happened in San Antonio at a meeting of the six institutions in the FIPSE project. Many of the faculty at that meeting said to us, "Look, to get these issues on the agenda of our institutions, our faculty need to hear from their own disciplinary societies." So we sent out an invitation to various disciplinary societies to see whether with funding support, they would be willing to establish task forces to address the redefinition of scholarship. The reports of these task forces would then be disseminated by the associations.

Interestingly, when I contacted them — I just picked a dozen at random — several said, "Why are you calling us?" and my answer was, "You might not believe it, but the faculty think that you have a key role to play in changing the scenario." Far more have expressed interest than we anticipated.

EDGERTON: You've certainly stirred a lot of pots. How do you see things going over the next several years? You mentioned that like so many places, you are into budget cutting. What will happen to the genies you have unleashed, here and nationally?

DIAMOND: Remember, there are many forces at work. First, there are the external publics saying, "Hey, higher education, you're doing a lousy job! You're not paying attention to teaching, you're not paying attention to students!" So the pressure is there. And, as we've found, most faculty and most administrators *agree* that teaching should be strengthened. That's a story that needs to get out.

Second, there's certainly no question that faculty support the movement. The key, I think, is that you cannot effect change unless both top administrators, by word and deed, and the faculty agree. If any piece in the sequence is not working, change is simply not going to happen.

EDGERTON: Many people I know see the faculty as the key source of resistance. You're saying that, if anything, central administration is the greater problem?

DIAMOND: No, I'm saying both. But my concern is that unless you have the gatekeepers supporting the change, no matter what happens at other levels, change simply is not going to occur. The challenge here is to have the top administrators, from the presidents and chancellors to the academic vice chancellors to the deans and the chairs, act to support this movement that many faculty support as well.

CAVANAGH: I think that it's very characteristic of parties who are facing a difficult situation, like a budget crisis, to deny . . . just to deny. But there's another scenario possible. In trying to rally the troops of a disheartened, downsized unit, administrators might well see this as an opportune time to tackle the reward system problem head on and to draw people together in response to it. Backed with a national statement of broad-based support such as this Lilly survey, it just could be that counterintuitively in these hard times it's a good time to stand up tall and strong for the importance of teaching.

EDGERTON: Let's end right there! Thank you all. ■

Note

Ron Cavanagh is vice president for undergraduate studies, and Robert Diamond is assistant vice chancellor and director of the Center for Instructional Development, Syracuse University, Syracuse, NY 13244. Donald Brown is professor of psychology and director of the Center for Research on Learning and Teaching at the University of Michigan, 109 E. Madison, Ann Arbor, MI 48104.

NATIONAL STANDARDS ARE COMING! . . . NATIONAL STANDARDS ARE COMING!

by Russ Edgerton

At an AAHE Board meeting some years ago, Arthur Chickering observed that our members look to the American Association for Higher Education to serve a "Paul Revere" function, to ride through town and announce what's coming . . . as in *"The British are coming!" "Adult students are coming!" "Assessment is coming!"*

But in writing this article, I feel more like an alarmed sentry than Paul Revere. There are shapes out there, headed our way, but I'm not sure exactly how to describe them to you. What is clear is that the time has come to mobilize for a major engagement.

The Push for Standards

Although they're by no means the only force "out there," let me start with the **National Education Goals** that the President and governors agreed to at the famous Charlottesville, Virginia, education summit in 1989. (For a list of the goals, see the September 1991 *AAHE Bulletin.)*

In July 1990, a National Education Goals Panel was created, chaired by Colorado governor Roy Romer and charged with measuring our progress over the next ten years in achieving the goals. Last September 30, the Goals Panel released its first annual report.

In preparing the report, the Goals Panel tapped into the expertise of talented researchers based in colleges and universities. But the report itself left the distinct impression that colleges and universities *as a sector* had little to do with actually achieving national goals in education.

We in higher education, in turn, have all but ignored the National Goals Panel. The campus presidents I've talked to who have an opinion on the subject typically view the exercise as remote and simplistic, having more to do with political theater than educational policy. They see the goals as intertwined with America 2000 — the agenda of a particular administration that some view with misgiving. Some are put off by the patently unrealistic language in which several of the goals are stated; others by the absence of policies and funding that would help hard-pressed educators achieve them.

To be sure, there are grounds for skepticism, even cynicism, about the whole National Goals exercise. Yet having observed the process for over a year now, I'm impressed with how committed some of the governors are to it and how much all parties who have engaged in it have learned. At the September 30th meeting, I listened to three governors — Romer, Missouri's John Ashcroft, and South Carolina's Carroll Campbell — question the leaders of six resource panels about ways the goals might be measured. I came away wondering how many college or university presidents I knew could match the deep understanding these governors now have of the political/technical issues involved in creating national indicators, tests, and assessment methods. Not many.

But the most important reason for taking the call for national standards seriously is not that the governors are interested. It's that the National Education Goals exercise is only one — and not necessarily the most important — of several key developments having to do with goal setting and standards.

Another source of energy is the National Center for Education and the Economy, directed by Marc Tucker. Several years ago, Tucker's Center created a **Commission on the Skills of the American Workforce** that, in June 1990, issued a report called *America's Choice. High Skills or Low Wages!* The centerpiece of that report was a recommendation that by age sixteen all students (both the college-bound and non-college-bound) should be expected to meet a new standard of educational performance. The standard would be established nationally and benchmarked to "high international standards." Students who meet this new standard, as measured by a series of performance-based assessments, would receive a "Certificate of Initial Mastery." Still other examinations would assess even more advanced levels of achievement.

As often happens with Marc Tucker's ventures, the Commission did not just issue a report, it unleashed a new political force. The Commission was cochaired by two former secretaries of labor, William Brock and Ray Marshall. Picking up on the Commission's work, the Department of Labor has now established its own **Commission on Achieving Necessary Skills,** which has begun cataloging workforce skills on which to base a new examination system to test job readiness.

In turn, Lauren Resnick, director of the Learning and Develop-

Russ Edgerton is president of AAHE.

ment Center at the University of Pittsburgh and an influential member of both Tucker's Commission and the Department of Labor group, has gone on to establish the **New Standards Project** -- a $2.5 million venture, funded by the MacArthur Foundation and Pew Charitable Trusts. In partnership with Tucker's Center, the New Standards Project aims to put elements of a new national examination system for high school students into place.

But these are just some of the new forces on the scene. Former New Jersey governor Thomas Kean heads a new organization called **Educate America,** which has asked Congress to establish a mandatory test for all high school seniors. The National Education Goals Panel itself has spawned a **National Council on Education Standards and Testing,** which will report on "the feasibility and desirability of a national testing system." And, of course, a centerpiece of the Bush administration's **America 2000** strategy is a set of five school-leaving tests pegged to "world-class standards."

From stage right, for altogether different reasons, the federal Office of Management and Budget (OMB) has also gotten into the act. Worried about rising rates of loan defaults, it slipped into last year's Omnibus Budget Reconciliation Act some new legislative language: Any student applying for federal aid who does not possess a high school diploma or its equivalent must first pass a test to demonstrate his or her **"ability to benefit"** from postsecondary education. The Secretary of Education must approve the tests that certify such ability. Institutions that dispense federal student aid to unqualified students could lose their aid eligibility.

Only after the act had been passed did its revolutionary implications dawn on the Washington education establishment. Without a word of debate, the federal government is now in the business of setting national minimum standards through a test-approval process.

I feel more like an alarmed sentry than Paul Revere. There are shapes out there, headed our way, but I'm not sure exactly how to describe them to you. What is clear is that the time has come to mobilize for a major engagement.

My morning *Washington Post* carried an editorial page commentary by Robert Samuelson, calling the current effort to renew the Higher Education Act a "fraud." Why? Because, he writes,

> there are virtually no educational standards. Students who meet the various income tests can get federal aid as long as they have a high school degree. In practice, this standard is meaningless, because high school graduation requirements are so low. Less than half of high school seniors attain adequate reading skills for their grade. The obvious way to toughen college entrance requirements is . . . to insist that students wanting federal aid pass a test showing how they can do college work.

All this, mind you, is just in Washington, D.C. Across the fifty states, Peter Ewell tells us in the November/December *Change,* there is a new **updraft of state legislative initiatives** for college-level testing. Missouri passed legislation requiring all sophomores in its university system to complete a standardized exam, with scores publicly reported institution by institution. In South Carolina and other states, legislative proposals for common statewide testing and graduation rate reporting were narrowly defeated. In Tennessee, debate raged all summer about whether to retain the ACT-COMP examination as a key element of the state's "performance funding" mechanism. In Texas and Minnesota, similar debates have taken place about new "results-based" approaches to state funding.

Recent actions of **national disciplinary bodies** represent still another chapter in the story. The National Council of Teachers of Mathematics, the American Association for the Advancement of Science, and the National Research Council's Mathematical Sciences Education Board — to mention just a few — have major initiatives under way to set new standards and learning outcomes within their curricular arenas.

Gathering Forces

In short, there's a lot more "out there" than governors making pronouncements about National Goals. There are many diverse groups marching under banners of "accountability for results," "a national examination system," "national testing," and "new curricular standards." The marchers include politicians *and* educators, conservatives *and* liberals . . . all of whom see reasons to favor new standards.

It is perhaps a mistake even to give the movement a single name. What tipped me toward "national standards" was an article in *Education Week* by Grant Wiggins, which pointed out that *standard* originally referred to a flag held aloft in battle, used to identify and orient the troops of a particular king. For more than a century, local control of curriculum and standards has been as American as apple pie. But in the brief space of a year and a half, many groups have abandoned their allegiance to that value and embraced the idea of nationwide standards.

According to the Harris Education Research Center, these groups enjoy high support among the American people. In a poll

taken in September, 82 percent of Americans agreed that the nation "needs common national standards of performance that all schools should be expected to live up to." And 80 percent agreed that "this country should know how American students perform compared with world-class standards."

This is a movement, it seems to us at AAHE, full of consequences, dangers, and new opportunities for higher education. We can sit by and watch, and wake up later to the consequences. Or we can engage the issues now and try to shape the course the movement will take.

To reveal what is at stake, let's consider why someone like Lauren Resnick — who has had more to do with bringing the standards issue to the fore than anyone else I know — believes new standards are necessary.

What's at Stake

Let me say a word about what is at stake in two of the efforts already launched: the effort to develop indicators for the National Goals, and the effort to develop a new national examination system for high school students.

A national indicator system. In Charlottesville, the President and governors agreed on six goals and twenty-one objectives. The goals deal with (1) readiness for school; (2) high school completion; (3) student achievement and citizenship; (4) science and mathematics; (5) adult literacy and lifelong learning; and (6) safe, disciplined, drug-free schools. Only Goals Four and Five are stated in language that includes colleges and universities: "U.S. students will be first in the world in science and mathematics achievement" and "Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship."

Had we engaged the National Goals process early on, we could have pressed to have more of the goals and objectives stated in inclusive language. We didn't, and that opportunity now is lost.

But the framework of the goals is not the main problem. In fact, a good argument can be made that the nation's attention *should* be focused on critical points of *school-level* achievement where the needs of our children are most urgent — such as readiness for school and the transition to high school.

The problem is whether the higher education sector will be seen as part of the solution. What's important is that we take responsibility for, and be held accountable for, contributing to the achievement of these school-level goals. College- and university-based programs, from health services aimed at toddlers to outreach programs aimed at high school seniors, have an important role to play. Most important, the quality of the students we entice into teaching careers, and the preparation and ongoing professional development we provide to teachers, is a critical factor in the achievement of every single one of the goals.

A proper system of indicators would monitor our contribution. Alas, when the Goals Panel turned to the task of selecting indicators of progress, it decided to report *outcomes* indicators only. It steered away from indicators that could measure the *capacity* of schools and colleges to help students realize the outcomes the Panel had selected — believing that option was best left to the discretion of the states. Could a strong voice from the higher education sector have made a difference? Who knows. We didn't try.

Higher education is the specific focus of several of the twenty-one objectives, and the Panel ran into trouble when it came to the task of selecting indicators for these college-level outcomes. The Panel decided there simply weren't any good measures they could cite in their first report. So, what we have instead, in a final chapter on "Indicators for Future Reports," is a recommendation for R&D: "Future goals reports will seek to include indicators of workforce skills and of college students' ability to think critically, communicate effectively, and solve problems."

Will the higher education sector shun this recommendation or embrace it as an opportunity to run with a new agenda? The Panel's call for developing new ways to measure college-level outcomes is by no means the most important of its R&D projects. But the Panel is unlikely to completely ignore it, either. In fact, Gov. Campbell, the new chair of the Goals Panel, has stated that he has a special interest in moving forward on Goal Five, where college-level outcomes are included. Other governors, such as Missouri's Gov. Ashcroft, feel strongly that the higher education sector should not be allowed to escape whatever accountability system is developed.

A technical resource group, created to advise the Goals Panel, has already made a start at tackling the recommendation. According to its report, we are looking at an expensive, controversial venture, taking at least five years, to develop consensus around the tools to measure our graduates' abilities to communicate, problem solve, and think critically. In the interim, according to the technical report, the Panel might want to consider some proxy indicators. For example, campuses might be asked for the percentage of students who passed an institution-wide writing examination by the

time they entered their senior year. Another might be the percentage of students who have gone through a degree-qualifying exercise (thesis, exhibit, exam, portfolio) in which faculty judgment was rendered.

What do we think of all this? Clearly there are expenses and political risks in the higher education community getting caught up in any kind of indicator system. But surely there are also costs involved in sitting on the sidelines — real costs of being perceived as aloof and uncaring, opportunity costs of what might have been and might yet be.

New standards for high school achievement. The governors' exercise of setting goals and developing indicators might or might not make a long-run difference in American education — it's just too early to call. But the forces unleashed in the name of new standards for high school achievement are already having impact, and will have even more impact in the future. What will the new standards look like? How will they be measured?

To reveal what is at stake, let's consider why someone like Lauren Resnick — who has had more to do with bringing the standards issue to the fore than anyone else I know — believes new standards are necessary. As she explained to AAHE's Second National Conference on School/College Collaboration last June, two major problems drive the need for new standards.

The first is the pervasive tracking in our schools. As Resnick pointed out, from the early grades (when children are grouped by ability into "Bluebirds" and "Robins") through high school graduation, students experience a dual-school system. But that dualism is disguised.

Unlike the Europeans, who sort advantaged and disadvantaged children into different institutions, we send all our children to the same comprehensive school. But once *inside*, they are quickly sorted into very different tracks. We don't even try to teach the children on the vocational and general-education tracks the higher-order abilities that everyone agrees are indispensable to success — success in college or at work.

We could end up not with a framework of standards and examinations that will drive schools and colleges toward education for deep understanding, but with a framework of standards and tests that drives us toward the shallowest kind of education.

The second problem is that we haven't set forth clear expectations for what students should achieve. This is especially so in the case of students who are *not* bound for college. Employers of high school graduates, Resnick points out, rarely ask to see a transcript of students' work. Consequently, non-college-bound students know their performance in high school will have little bearing on their future employment.

High school grades have more meaning for the college bound, but often not much, what with open doors and low selectivity at the college end. College admissions officers do look at other items, such as performance on the ACT and SAT; but since such tests are not tied to school curricula, students have no way of preparing for them — save the cram courses that teach shortcuts rather than content. As a result, for most college-bound and non-college-bound students both, there's little connection between high effort and later results.

The solution, and the working premise of Resnick's New Standards Project, is to set high new standards for *all* high school students. The idea, then, is to develop a curriculum-based examination system that will not only certify when these standards are met but also motivate and help students to meet them — exams, in short, that are truly *educative*, exams that *should* be studied for because they require students to learn the content and perform the kind of complex tasks that we all value.

Such exams, in Resnick's view, would be based on the "three Ps" — performance, portfolios, and projects. *Performance exams* measure how students are doing along the way, as well as the end result. They never contain elements of surprise: Students taking such exams are made aware of the type of performances expected of them and they are guided to take the necessary steps of preparation — just like athletes preparing for the Olympic games. *Portfolios* have additional educative values: For example, in working with teachers to select the best of their work for inclusion in a portfolio, students develop skills of analysis and self-reflection as well as explicit understanding of the standards by which they will be judged. *Projects* have still other values: For example, they enable schools to evaluate qualities such as perseverance that are revealed only through extended participation.

Resnick's vision of how the new standards would be measured is, needless to say, fundamentally at odds with the multiple-choice, standardized tests now widely used. And thus we come to the stakes that higher education has in where the national movement for standards is taking us.

If student performance toward new standards is to be measured by a system such as Resnick's "three Ps," lots of us, I suspect, would want to climb aboard the new standards train. Her proposals are a good fit with the new approaches to examining students

— "alternative testing," "authentic assessment," and "performance assessment" — advanced by educational reformers in recent years. And such approaches seem to be in the ascendancy at the moment.

But lots of other groups are out there too, marching under banners of "public accountability" and "national testing," with very different agendas in mind. Some simply want data about student achievement — any kind of achievement. Others want quick numbers for purposes of institutional comparison. Others want test results they can use to shock local communities prone to believing that school reform belongs "everywhere but my school."

Enormous political pressures exist to see "results" from all the funds now being put into reform, and traditional, fixed-choice tests promise answers at low cost. Every one of the "three Ps" is a good deal more costly, in time and money, than the off-the-shelf standardized tests we now have.

So we could end up not with a framework of standards and examinations that will drive schools and colleges toward education for deep understanding, but with a framework of standards and tests that drives us toward the shallowest kind of education.

I do not mean to frame an issue here of the "three Ps" *versus* standardized tests — each, in my view, has an important and proper role. I do mean to say that we in higher education have enormous stakes in the *quality* of the examination system to be created. Everything we believe in and argue about endlessly in other arenas — teaching students to memorize lists versus teaching for understanding, active versus passive learning, coverage versus depth — is at stake here.

Moreover, unlike some arenas where we have a choice about whether to be involved, we already *are involved* in this one, ready or not. The clearest and most immediate example is our admissions policies. For large numbers of students entering higher education, we have no particular course-related, academic performance standards. Does this mean that we are part of the problem, as Robert Samuelson argued? For many students, we require the SAT and ACT. Should we switch to exams that students can really study for, as Lauren Resnick has argued? Already, we are beginning to hear stories about high schools that require their graduating seniors to develop exhibitions and portfolios — only to find that the flagship university in the state can't handle these new forms of evidence. If we are not going to help school reform, shouldn't we at least get out of way?

Simply too few people in positions of authority in higher education see the issues in a broad context (i.e., including K-12) and understand them enough to speak out with conviction. And there are too few vehicles for doing so.

An Agenda for AAHE

AAHE, it seems to me, is positioned to engage these developments. Through our Assessment Forum and annual National Conference on Assessment, we're already in touch with the key players and issues in assessment. Through our Office of School/College Collaboration and our annual National Conference on School/College Collaboration, we have a unique outreach to groups and individuals knowledgeable about the role higher education can play in school reform. We can build on these ongoing programs.

What might be done? It would seem that work needs to be done in the area of leadership development and the creation of vehicles for policy leadership. Simply too few people in positions of authority in higher education see the issues in a broad context (i.e., including K-12) and understand them enough to speak out with conviction. And there are too few vehicles for doing so. (Consider, in contrast, the level of understanding and expertise about student financial aid, and the vehicles available for making those views heard.)

First, we need leaders who can say with conviction that the standards we should care about are not cut-off scores and exclusions, but standards that all students should meet . . . leaders who can speak from an understanding that, as Lauren Resnick put it, American students are "overtested and underexamined." We need more voices saying what ETS president Greg Anrig said in his testimony last March to the U.S. House of Representatives: "National test, 'Nay'; national assessment, 'Yea'." Our message must be that whatever we do, let's do it right.

We also need leaders who realize that standards and measures are simply the framework; the real action is in curriculum and teaching. Curriculum development and effective teaching in all disciplines will require new, unprecedented levels of mutual engagement between faculties across K-12 and higher education sectors.

And finally, we need leaders who understand the very special role colleges and universities have in matters of education. When we teach future doctors and lawyers and engineers, those teachers aren't modeling what doctoring and lawyering and engineering are all about. But when we teach future parents and school teachers, we are shaping their notions of *standards* and *examinations* and *curricula* and *teaching* through the experiences *we* provide. To get to those world-class schools everyone is talking about, we must provide a world-class education ourselves. ■

REACHING FOR NEW STANDARDS
PARTNERSHIPS TAKE THE LEAD

Third National Conference on School/College Collaboration
June 28 - July 1, 1992 ■ San Diego, CA

After more than a century of local control over the curriculum and standards of public education, the United States now is rushing headlong in the opposite direction. With strong support from the business community, governors, and the general public, several commissions are hard at work devising national education standards and the assessment systems needed to measure whether students meet them. (Indeed, in a recent Harris poll, some 80 percent of respondents agreed that the country needs such standards.)

But standards and assessments alone will not improve our students' educational performance. If all American young people are to perform at the considerably higher levels these standards will require, what goes on in American classrooms — from kindergarten through college — will have to change. But how?

This question of teaching and learning will be the focus of AAHE's Third National Conference on School/College Collaboration, set for *June 28–July 1, 1992*, in San Diego.

Whether you are a faculty member or an administrator, a veteran collaborator or just getting started, you should consider participating. This meeting is about improving teaching and learning, the process at the very heart of our shared educational enterprise.

The First National Conference on School/College Collaboration in 1990 drew more than 500 school and college professionals to Chicago; more than 600 gathered in Atlanta in 1991. An even larger crowd is expected this year.

FOUR KEY THEMES

With renewed support from the Carnegie Corporation of New York, AAHE has begun organizing this year's event. Drawing on the wonderful and growing base of knowledge among collaborators in university/school partnerships, the 1992 program will explore the standards being proposed, how teachers can translate them into workable curricula, strategies for bringing all students to higher levels of achievement, and the special needs of teachers in the nation's lowest-performing schools.

The program will address four themes:

(1) New Curricula, New Teaching Strategies
Introducing new curricula into the classroom, whether in schools or in colleges, is not easy. Many disciplinary organizations, for example, have taken the lead in curriculum development, but they often operate far from the classroom faculty responsible for actually implementing those curricula. Partnerships can bridge that gap. Accordingly, we are interested in sessions that respond to the following questions:

- What can we learn from national efforts or models such as AAAS's Project 2061, the work of the National Council of Teachers of Mathematics (NCTM), the Collaboratives for Humanities and Art Teaching (CHART) program, the Yale-New Haven Teachers Institutes? Can such programs be replicated in other communities?
- How can national curricula and standards be promoted while still retaining the benefits of teacher-generated curricula?
- How can we empower teachers to take the lead in achieving higher standards? What skills in subject area, pedagogy, and assessment do they need?
- What happens at Academic Alliance meetings or other gatherings that makes them work — that affords faculty from a variety of sectors the chance to incorporate national curricular efforts into local approaches to improving teaching and learning?
- What are the most effective kinds of professional-development partnerships? How do we know? And what can we learn from them?

(2) Achieving the Promise of Diversity
Increasing student diversity has prompted most of us to think anew about teaching and learning and about faculty recruitment and development. How do partnerships deal with the impact of multiculturalism on the content of school and college courses and on how those courses are taught to various groups of students? Issues and questions to be considered in this track could include these:

- What kinds of precollegiate programs sponsored by higher education institutions are most successful in increasing minority

student interest in and preparation for college? What is the role of school and college faculty in these programs?

- What can college and university professionals learn from the schools about promoting student success?
- What is the appropriate curricular balance between pride of identification with particular minority cultures and integration into the majority culture? How are partnerships dealing with the question?
- What is the relationship between diversity and standards?

(3) Articulation Between School, College, and Work

Duplication and discontinuity mark the school/college/work continuum. But partnerships can offer hope. We're looking to develop sessions around such questions as these:

- In particular disciplines, what should be taught and when should we teach it? How can developmental theory help in constructively thinking this through?
- Who should take the lead in gathering colleges, universities, and schools to discuss issues of articulation? Should employers be part of those conversations? What models are being developed for breaking down the distinctions between levels of education?
- What is the relationship between preservice training and in-service professional-development programs in the partnerships context?
- Given shrinking budgets and rising public expectations, what are some of the new incentives for working on issues of articulation?
- How can we assure that partnerships with business are lasting and not ephemeral?

(4) Leadership and Resources for Meeting New Standards

New standards call for a major transformation of our education system without significant additional resources. Under such conditions, leadership is more important than ever in deciding what resources can be used — whether local, state, federal, or private — and where they should be directed. Sessions in this track should address such questions as:

If all American young people are to perform at the considerably higher levels these standards will require, what goes on in American classrooms — from kindergarten through college — will have to change. But how?

- What is the role of leadership in determining what kinds of rewards and incentives should be connected to work on educational partnerships?
- What kinds of commitments are needed from leadership, especially from presidents and superintendents, to assure long-term institutionalization of partnership efforts?
- Is there a more explicit role for principals and department heads in making partnerships work? For faculty governance leaders? Unions?
- How can school, college, and community leaders more effectively coordinate their efforts?
- What role does evaluation and assessment play in helping develop a program and in communicating program goals to leaders?

WE INVITE YOUR INPUT

To date, the following agencies have signed on as cooperating organizations for 1992: The College Board, the Education Commission of the States, the National Association of Secondary School Principals, the American Association of Colleges for Teacher Education, and the American Association for the Advancement of Science (AAAS). Each of these cooperating organizations will help to organize a portion of the conference program, but we also need your help and involvement.

Let us hear from you. We are looking to develop sessions that cut across program lines, as well as for case studies about partnerships that work.

We are committed to sponsoring sessions that emphasize diverse points of view. Ideally, sessions will (1) suggest fundamental rethinking and expansion of ideas, (2) engage the audience rather than merely talk at it, (3) capitalize on the audience's expertise, (4) reflect the diversity of cultural and gender perspectives, in both the material presented and the composition of any panel, and (5) include presenters from schools and colleges as well as from the business community.

To propose a session, write or fax a one- to three-page letter that states the following:

- The issue you want to address.
- The format you plan to use in your session.
- The audience that will particularly benefit from the session.
- Your title and address, and those of your copresenters.

Address your letter to: American Association for Higher Education, Office of School/College Collaboration, One Dupont Circle, Suite 600, Washington, DC 20036-1110, ph. (202) 293-6440, fax (202) 462-7326. To be assured of consideration, send your letter by *January 24, 1992*.

Even if you do not plan to make a presentation, we are still very interested in hearing your ideas concerning critical issues, model programs, important literature, and other matters that would enhance the content of the conference and the other activities of AAHE's Office of School/College Collaboration. ■

Bulletin Board

by Ted Marchese

Assar

Nettles

Clark

Welcome back for news of AAHE members (names in **bold**) doing interesting things, plus news of note . . . do send me items, it's your column.

PEOPLE: It was a delight to read **Richard Light**'s second report from the Harvard Assessment Seminar, just off the press, this one with no headline-making news in it but with plenty of nuanced insight and consequent tips . . . we'll catch up with Dick for another *Bulletin* interview soon, then hear him at AAHE's Assessment Conference June 21-24 in Miami Beach. . . . Another favorite writer of ours, **Ted Fiske,** for many years the education writer for *The New York Times*, is in residence this year at Stanford. . . . Another Stanford person, **Patrick Callan,** has set up a California Higher Education Policy Center Study, reach Pat at (408) 741-1033. . . . **Allan Ostar,** just retired after his twenty-five years as the president of AASCU, returned to work this fall as a senior associate with the Academic Search and Consultation Service . . . ASCS is currently leading twenty-one searches, most of them for presidencies . . . which reminds me to congratulate new presidents **Judith Albino** (University of Colorado), **Kenneth Schwab** (Centenary College of Louisiana), **Judith Kuipers** (UW-La Crosse), and **Emita Hill** (IU-Kokomo). . . . **Kathleen Assar,** VPAA at Bunker Hill CC, steps in as interim president, the vacancy created when **Piedad Robertson** agreed to become Massachusetts secretary of education.

NEW BOOKS: Agathon Press has just issued a revised and expanded version of **Jim Nichol**'s *Practitioner's Handbook*, newly titled *A Practitioner's Handbook for Institutional Effectiveness and Student Outcomes Assessment Implementation*, plus a seventy-two-page softcover companion for department chairs, order both from (212) 947-6100. . . . Recommended: *Beginning and Sustaining School/College Partnerships*, edited by **Nancy Carriuolo** of the New England Association, 100 pages of good advice and resources, $7.50 from NEASC, 15 High St., Winchester, MA 01890.

AT ASHE: The Association for the Study of Higher Education — formerly an AAHE caucus, now independent — enjoyed a big turnout for its annual meeting last month in Boston. . . . **Shirley Clark** of the Oregon board took over the presidency from Yale's **Judith Hackman,** with Tennessee's **Mike Nettles** the president-elect. . . . A big reception honored **Alexander Astin** on the occasion of the twenty-fifth anniversary of his Cooperative Institutional Research Program (a record 624 colleges are participating this year). . . . Georgia's **Cameron Fincher** won the Howard Bowen Award for career achievement and Ernie Pascarella and **Pat Terenzini** for research (their book, *How College Affects Students*, was the talk of the meeting). . . . UCLA's **Burton Clark** received due honors on his retirement ("I'm finally catching up on last year's work!" is how Bob describes it).

SEARCH HANDBOOK: Some 18,400 copies of AAHE's *The Search Committee Handbook* have been ordered to date, necessitating a third printing. . . . A shortcoming of the *Handbook* has always been that it speaks to administrative searches in general, not to the particulars of different posts . . . now comes ALA's "Recruiting the Academic Library Director," a succinct, chapter-by-chapter supplement to our *Handbook* detailing what committees need to know in searching for a head librarian . . . credit **Ruth Person** of UM-St. Louis and **Sharon Rogers** of George Washington for spearheading the effort, and the Association of College & Research Libraries in Chicago for publishing it.

MORE PEOPLE: When **Phyllis Franklin** calls to order the MLA convention later this month, one of the highlights will be the giving of the Francis Andrew March Award — March was the first professor of English literature in the U.S., at Lafayette . . . this year's recipient will be **Wayne Booth** of Chicago and our own Board (1987-91). . . . Congratulations and thanks to **Marilla Svinicki** for her fine hosting of the TA Training conference last month at UT-Austin (which AAHE cosponsored), more than 600 on hand. **Maryellen Weimer** keynoted.

ENDNOTE: Thanks for your good feedback on last month's TQM report . . . several members wanted me to know that we should be talking not of industrial models but of "TEQ," or "Total Educational Quality" . . . another sent a workshop brochure that replaces talk of "retrenchment" and "downsizing" with the term "rightsizing" . . . I'm not sure I'm ready for all this . . . but enjoy the holidays! ■

ANNOUNCING

New Monograph

"The Teaching Portfolio: Capturing the Scholarship in Teaching"

On campuses across the country, faculty are exploring new strategies for teaching and learning. That's good news, but beyond individual good practices we need mechanisms through which those good practices can be talked about, reflected upon, inquired into, evaluated, and rewarded.

One such mechanism is the teaching portfolio and in AAHE's newest publication — *The Teaching Portfolio: Capturing the Scholarship in Teaching* — the AAHE Teaching Initiative sets forth an argument for it.

The idea of a professional portfolio is not new. Artists, for example, have long kept portfolios to display their best work. But what does a "teaching portfolio" look like? Who assembles and keeps it? Who sees it, and how is it evaluated? What constitutes a good portfolio?

At this early stage of work, there is no consensus; nor should there be. What's needed now is not a single model but a range of approaches, tested and refined on a variety of campuses. Nevertheless, some versions are much more likely to make a difference than others.

The rationale presented in *The Teaching Portfolio* begins with a proposition: that to look more carefully at teaching, we need to look more closely at what teachers *do* — not at what teachers say they do, nor at what others say about them. The unique potential of the teaching portfolio lies in its organization around carefully selected "work samples" of performance along with reflective faculty commentary about them.

The Teaching Portfolio also treats the important issues of design, and gives pointers for how to get started on your own campus. A special "Sample Entries" section offers eight sample portfolio entries from as many disciplines — displays of actual work samples accompanied by reflective essays. The monograph also includes a bibliography and a sampler of campus practice.

Copies of *The Teaching Portfolio: Capturing the Scholarship in Teaching* (72 pp.) are available for $12.95 each from the AAHE Teaching Initiative. Fourth-class postage and handling are included; allow four to six weeks for delivery. Orders under $50 must be prepaid; orders of $50 or more must be accompanied by payment or institutional purchase order. ■

AMERICAN ASSOCIATION FOR HIGHER EDUCATION

AAHE members receive free the *AAHE Bulletin* (ten issues/year) and *Change* magazine (six issues/year); significant discounts on conference registration; special rates on selected non-AAHE subscriptions; Hertz car rental discounts; and more. To join, complete this form and send it to AAHE, One Dupont Circle, Suite 600, Washington, DC 20036-1110

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JANUARY 1992 VOLUME 44 NUMBER 5

AAHE
AMERICAN ASSOCIATION FOR HIGHER EDUCATION

RECLAIMING THE PUBLIC TRUST

APRIL 5-8, 1992
CHICAGO, IL
CHICAGO HILTON AND TOWERS

AMERICAN ASSOCIATION FOR HIGHER EDUCATION

1992 NATIONAL CONFERENCE ON HIGHER EDUCATION

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JANUARY 1992 VOLUME 44 / NUMBER 5

B U L L E T I N

In this issue:

Happy New Year!, and welcome to the January 1992 *AAHE Bulletin*. For our regular readers, I probably don't have to explain that this is a special issue of the *Bulletin*, devoted entirely to the preliminary program of AAHE's 1992 National Conference on Higher Education. But if you are among the 25,000 nonmembers receiving this publication for the first time, a little background is in order.

The American Association for Higher Education is a national organization of individuals from all sectors and positions who are dedicated to improving the quality of higher education. Our annual National Conference on Higher Education is the event that most fully expresses AAHE's values. In recognition of that importance, each year the January issue of our monthly newsletter, the *AAHE Bulletin*, is dedicated to the upcoming conference.

The *Bulletin* itself is an important member benefit, normally offering interviews, essays, and how-to articles addressing the practical concerns of faculty and administrators. The *Bulletin* is also our members' main source of association news, including publications announcements, coverage of AAHE's special projects, an annual president's report, and the popular "Bulletin Board" column.

If you're not already a member, we hope you will consider joining AAHE. For more about the Association and its benefits (not the least of which is the money you'll save on conference registration), see the box on page 4. And to members and nonmembers alike, we hope to see you April 5-8 in Chicago!

—BP

1992 NATIONAL CONFERENCE ON HIGHER EDUCATION

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9 **Forum on Exemplary Teaching**/a special program for faculty

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RECLAIMING THE PUBLIC TRUST

Costs, Quality, Commitments

The annual National Conference on Higher Education best expresses AAHE's place in the higher education community, providing an open forum each year for some 2,000 individuals from colleges, universities, and beyond — faculty, administrators, staff, students, and others from foundations, government, and business. It's a chance to network . . . to build relationships across sectors and roles . . . to see problems in a new light . . . to hear about solutions working on other campuses . . . to acquire both the "big picture" and the practical tools needed to increase your effectiveness in your own setting.

Each spring since 1946, the academic community has gathered at the National Conference on Higher Education for spirited debates, workshops, and reports on the day's pressing issues. Year after year, attendees describe the National Conference in glowing terms — "far-ranging," "intellectual," "least parochial," "well planned," "a good value" — in appreciation of its many sessions, meetings, and distinguished lectures focusing both on the year's theme and on other timely topics of general interest.

Will you be there this year? The pages that follow sketch out the conference's preliminary program and contain the forms you'll need to register. Mark your calendar for **April 5-8, 1992,** in **Chicago,** and register now to take advantage of reduced weekend airfares and special hotel rates.

THE 1992 THEME

This year's theme, **"Reclaiming the Public Trust: Costs, Quality, Commitments,"** reflects the difficult times higher education is facing and the creative ways we are responding.

People on campuses have had all too many reminders lately that public confidence in higher education has declined. Evidence of the erosion is everywhere — scrutiny by governors, legislators, and donors . . . disgruntled students and parents . . . negative press . . . slashes in state support. There is a growing sense of mismatch between public expectations for higher education and familiar patterns of campus work. There is a wider sense, too, that colleges and universities must become more responsive to important social needs.

Despite financial stringencies (and sometimes because of them), institutions have remained creative on many fronts . . . deepening their understanding of and commitments to diversity, opening new conversations about the forms and rewards of scholarship, enriching the curriculum, implementing new approaches to teaching and learning, experimenting with quality-based management systems, and engaging in fresh thinking about the internal economies of institutions.

At the 1992 National Conference, you will have many opportunities to take a look at both the problem itself — the erosion of public trust — and at the streams of activity campuses have launched to reclaim it.

The program, some **200 activities in all,** begins with special preconference activities on Saturday afternoon, April 4. The official start of the conference is Sunday, April 5, with a full day of workshops, forums, and network meetings, capped by **Derek Bok**'s Keynote Address, "Reclaiming the Public Trust." That Sunday evening address will provide the thematic framework for the rest of the conference, helping us to understand why the public trust has declined and what we have to do to reclaim it.

The conference theme is further developed Monday, Tuesday, and Wednesday along four theme tracks:

Seeing Ourselves as Others See Us

At a Monday morning conference-wide breakfast session, a panel moderated by **Frank Newman,** president of the Education Commission of the States, will take a hard look at how business, government, the press, and the American people regard higher education. Then, at subsequent breakout sessions with panelists **Wilhelmina Delco,** of the Texas House, pollster **Lou Harris, Clifford Smith,** of the GE Foundation, and *U.S. News & World Report* editor **Mel Elfin** you can join the conversation. In other sessions, we'll be looking at what governors and their staffs are saying about higher education; at the role of colleges and universities in school reform; and at strategies for building public trust. Monday evening's Tomás Rivera Lecture by former San Antonio mayor **Henry Cisneros** will also examine the issue of public expectations for higher education.

Incentives and Aspirations: Remaking the System

If the problem is to reclaim the public trust, how do we respond? In this track, we will examine the match (or mismatch) between public expectations for higher education and the roles, missions, and priorities of our institutions. Sessions will cover the institutional priorities of research universities, metropolitan colleges and universities, state colleges,

and community colleges. Others will deal with issues of faculty workload, alternative forms of funding higher education, institutional accountability and the accreditation process, and federal and state roles in monitoring higher education's effectiveness. We'll also examine the college "ratings game."

Cost and Quality: Changing the Way We Work

Many campuses are answering a decline in public support with across-the-board cuts, which leave everything weakened but in place. Others are confronting adversity by asking themselves fundamental questions about what's essential, and by changing the way academic work gets done — not just to save money, but to raise performance.

Many sessions in this third track will attack issues of cost and quality. Cost containment is one of the topics to be covered, including a discussion of the ethics of dealing with decline. Three sessions and several breakout activities will deal with the increasingly popular concept of Total Quality Management (TQM); we'll begin with a look at how business and industry does it, then continue with an examination of how colleges and universities are adapting TQM to their settings.

Improving undergraduate teaching and learning is always a major focus of AAHE conferences. This year we are organizing sessions on new approaches to collaborative learning; student voluntary service programs; the teaching portfolio; and curricular reform in writing, mathematics, science, and technology. And, at a special forum on faculty roles and rewards, we'll take a deeper look at the way institutions are changing their reward structures in response to new conceptions of scholarly work.

Difficult Dialogues II

In each of those three tracks, higher education's commitment to multicultural perspectives and equity for everyone is at stake — and at risk. At AAHE's 1991 National Conference, "Difficult Dialogues: Achieving the Promise in Diversity," we began a national dialogue on higher education's commitment to multiculturalism. At this 1992 National Conference we will continue and extend that dialogue, starting with special forums and workshops on Sunday and continuing with "Can We Go Beyond Our Controversies: Comments on the Curriculum," a major Monday morning address by Rutgers' **Catharine Stimpson.** Other sessions in the track will discuss feminist pedagogy; minority career and leadership-development efforts; building a sense of community on campus; and policy considerations aimed at making the campus a safe and welcoming place for all students, faculty, and staff.

BECOME PART OF THE CONVERSATION

Whether you're a conference veteran or an AAHE newcomer, we hope the pages that follow give you a good sense of the depth and diversity of the activities planned for our forty-seventh National Conference on Higher Education. Plan to become part of the conversation. ■

ABOUT AAHE

The American Association for Higher Education (AAHE) is an individual membership association that brings together people who share two convictions: that higher education can play a more central role in our national life, and that higher education can be more effective. Members come from all sectors and positions in the higher education community — professors and administrators, foundation and government officials, students and trustees.

National Conference The annual National Conference on Higher Education is AAHE's flagship event.

Special Projects The association is also home to several special projects — the AAHE Assessment Forum (sponsor of an annual assessment conference), the Office of School/College Collaboration (sponsor of an annual partnerships conference), the National Project in Support of Academic Alliances, the Presidents' Forum on Teaching as a Profession, and the AAHE Teaching Initiative.

Member Benefits AAHE members receive free subscriptions to AAHE's two publications: the bimonthly magazine *Change* and the monthly newsletter *AAHE Bulletin*. Members receive discounts off fees at all AAHE conferences, on selected non-AAHE periodicals (*The Journal of Higher Education* and *ASHE-ERIC Higher Education Reports*), on Hertz car rental, and more. Members also have the opportunity to participate in AAHE's special-interest networks: the Caucuses and the Action Communities.

Caucuses and Action Communities Sessions and other events sponsored by the caucuses and action communities are noted in the Preliminary Program.

Caucuses The AAHE caucuses are formal organizations for AAHE members interested in minority issues. You don't have to be a member of an AAHE caucus to attend its open events; however, do consider joining one or more caucuses on the enclosed Registration Form. Joining a caucus supports its efforts and enables it to continue to sponsor conference activities. (You must be an AAHE member to join a caucus.) AAHE currently offers the American Indian/Alaska Native Caucus; the Caucus for Asian and Pacific Americans; and the Black Caucus; Hispanic Caucus; Lesbian/Gay Caucus; Undergraduate Student Caucus; and Women's Caucus.

Action Communities AAHE's action communities provide members with informal networks for collaborative problem solving. Each action community holds an open meeting at the conference; some also sponsor additional sessions. Current topics include classroom research, information literacy, telecommunications, and more.

PRELIMINARY PROGRAM

Below is a chronological listing of the sessions and other events in place as of press time; additional program offerings will be scheduled over the coming weeks. All registrants will receive a final Conference Program on site. All events are open unless noted otherwise. Events requiring advance registration and/or fees are noted; see "Ticketed Activities" on page 17 for details of those events.

SATURDAY, APRIL 4

PRECONFERENCE ACTIVITIES

1:30 PM – 5:00 PM **AAHE Hispanic Caucus Professional Development Seminar** *Presenter:* **Charles Neff,** vice president, Presidential Search Consultation Service, Association of Governing Boards of Universities and Colleges. *Note:* Advance registration required. Seminar is open to caucus members only. See "Ticketed Activities" on page 17 for details.

4:00 PM – 6:00 PM **FIPSE: Twenty Years of Innovation** Symposium in honor of the twentieth anniversary of the Fund for the Improvement of Postsecondary Education.

5:00 PM – 6:00 PM **AAHE Hispanic Caucus Newcomers Reception**

6:00 PM **FIPSE Reunion Reception and Dinner** *Note:* Fee and advance registration required. Open to FIPSE directors only.

SUNDAY, APRIL 5

8:30 AM – 5:00 PM **AAHE Undergraduate Student Caucus Forum: "Reclaiming Trust: The Student Perspective"** *Presenters:* **Mathilda Harris,** university director for international programs, Miami University of Ohio; **William R. Whipple,** associate academic dean, Albright College; others to be announced. *Note:* Fee and advance registration required. See "Ticketed Activities" on page 17 for details.

9:00 AM – 12:00 PM **AAHE Black Caucus Career Development Seminar: "Enhancing Your Professional Opportunities"** *Moderators:* **James C. Renick,** vice provost, George Mason University; **Constance Carter Cooper,** professor of higher education administration, University of the District of Columbia; **Josephine Davis,** president, CUNY York College. *Note:* Fee and advance registration required. See "Ticketed Activities" on page 17 for details.

Professional Development Workshops S-10, S-11, S-12, S-13 *Note:* Fee and advance registration required. See "Workshops" on page 13 for details.

9:00 AM – 1:30 PM **AAHE Hispanic Caucus Forum and Luncheon: "Reclaiming the Public Trust: The Role of New Leaders"** *Moderator:* **Laura I. Rendon,** associate research professor of higher education, Arizona State University, and member, AAHE Board of Directors. *Presenter:* **Manuel Pacheco,** president, University of Arizona. *Reactors:* **Alison Bernstein,** associate dean of the faculty, Princeton University, and past chair, AAHE Board of Directors; **Carol A. Cartwright,** president, Kent State University, and vice chair, AAHE Board of Directors; **Norman C. Francis,** president, Xavier University of Louisiana, and chair, AAHE Board of Directors; **Blenda J. Wilson,** chancellor, University of Michigan at Dearborn, and chair-elect, AAHE Board of Directors. *Note:* Open to AAHE Hispanic Caucus members only; fee and advance registration required. See "Ticketed Activities" on page 17 for details.

9:00 AM – 4:00 PM **Professional Development Workshops S-14, S-15, S-16** *Note:* Fee and advance registration required. See "Workshops" on page 13 for details.

9:30 AM – 4:00 PM **Faculty Senate Leadership Retreat** *Organizers:* **Joseph G. Flynn,** Distinguished Service Professor, SUNY College of Technology at Alfred; **Karen E. Markoe,** Distinguished Service Professor, SUNY Maritime College. *Note:* Fee and advance registration required. See "Ticketed Activities" on page 17 for details.

1:00 PM – 4:00 PM **The Courage to Teach: Reflections on Theory and Practice** An interactive forum. *Leader:* **Parker Palmer,** senior associate, AAHE.

Professional Development Workshops S-20, S-21, S-22, S-23, S-24, S-25, S-26, S-27 *Note:* Fee and advance registration required. See "Workshops" on page 13 for details.

Catharine Stimpson

David Sanchez

Parker Palmer

Wilhelmina Delco

James Mingle

1:30 PM – 3:30 PM

A POD Sampler: "Reclaiming the Public Trust in College Teaching" A series of concurrent roundtable discussions led by members of the Professional and Organizational Development (POD) Network in Higher Education. *Organizer:* **Larry K. Quinsland,** director, Office of Faculty Development, National Technical Institute for the Deaf, Rochester Institute of Technology. *Presenters:* **John Boehrer,** director, Pew Faculty Fellowship, John F. Kennedy School of Government, Harvard University; **Mary Deane Sorcinelli,** director, Center for Teaching, University of Massachusetts at Amherst; **Delivee Wright,** director, Teaching and Learning Center, University of Nebraska, Lincoln; **Martin Finkelstein,** director, New Jersey Institute for Collegiate Teaching and Learning; **Robert J. Menges,** professor of education and social policy, Center for the Teaching Professions, Northwestern University.

2:00 PM – 4:00 PM

Addressing Pluribus and Unum: Diversity Dilemmas in Higher Education An interactive forum. *Leader:* **Carlos Cortes,** professor of history, University of California, Riverside.

Women as Leaders An interactive forum. *Leader:* **Helen S. Astin,** professor of higher education and associate director, Higher Education Research Institute, University of California, Los Angeles, and coauthor, *Women of Influence, Women of Vision.*

AAHE Black Caucus Board Meeting

AAHE Research Forum Preconference Planning Session Invitation-only.

2:00 PM – 5:00 PM

Professional Development Workshop S-28 *Note:* Fee and advance registration required. See "Workshops" on page 13 for details.

3:30 PM – 4:30 PM

Professional and Organizational Development (POD) Network in Higher Education Reception

4:15 PM – 6:15 PM

AAHE Black Caucus City Tour of Chicago *Note:* Fee and advance registration required. See "Ticketed Activities" on page 17 for details.

4:15 PM – 5:15 PM

Administrative Position Roundtables Roundtable discussions for individuals holding similar positions at different institutions. The final Conference Program will list the positions meeting.

5:00 PM – 6:00 PM

Newcomers Orientation and Reception A welcome reception for new AAHE members and National Conference newcomers in the Conference Exhibit Hall.

7:30 PM

KEYNOTE ADDRESS

Derek Bok

KEYNOTE ADDRESS AND KEYNOTE RECEPTION

Reclaiming the Public Trust *Speaker:* **Derek Bok,** president emeritus, Harvard University, and fellow, Center for Advanced Study in the Behavioral Sciences.

Keynote Reception Celebrating the tenth anniversary of the AAHE Hispanic Caucus with music, food, and drink.

Mel Elfin

MONDAY, APRIL 6

7:30 AM – 9:30 AM

PLENARY SESSION

Seeing Ourselves as Others See Us A plenary session and continental breakfast. *Moderator:* **Frank Newman,** president, Education Commission of the States. *Presenters:* **Clifford V. Smith, Jr.,** president, General Electric Foundation; **Wilhelmina Delco,** state representative and speaker pro tempore, Texas House of Representatives; **Louis Harris,** chair and CEO, Louis Harris & Associates, Inc.; **Mel Elfin,** executive editor, "America's Best Colleges," *U.S. News & World Report.*

9:45 AM – 11:00 AM

CONCURRENT SESSIONS

Seeing Ourselves as Business Sees Us: A Conversation With Clifford Smith *Moderator:* **Arnold R. Shore,** president, Council for Aid to Education, and member, AAHE Board of Directors. *Presenter:* **Clifford V. Smith, Jr.,** president, General Electric Foundation.

The Public Regard for Higher Education: A Conversation With Frank Newman, Wilhelmina Delco, and Louis Harris *Moderator:* **Frank Newman,** president, Education Commission of the States. *Presenters:* **Wilhelmina Delco,** state representative and speaker pro tempore, Texas House of Representatives; **Louis Harris,** chair and CEO, Louis Harris & Associates, Inc.

Freshman Composition: The Big Dirty Secret in American Colleges and Universities *Presenter:* **Edward M. White,** professor of English, California State University, San Bernardino.

Aligning Missions With Public Expectations: The Case of Metropolitan Universities *Moderator:* **Lawrence Cote,** campus executive officer, The Pennsyl-

Rosetta Riley

vania State University, Great Valley Graduate Center; **Theodore Gross,** president, Roosevelt University; **Ruth Leventhal,** provost and dean, The Pennsylvania State University, Harrisburg; **Paige Mulhollan,** president, Wright State University; **William Muse,** president, The University of Akron.

The Rating Game: Are the *U.S. News & World Report* "Best Colleges" Really the Best? *Presenter:* **Mel Elfin,** executive editor, "America's Best Colleges," *U.S. News & World Report.*

The State Financial Outlook and the Choices for Higher Education *Presenters:* **Harold V. Hovey,** president, State Policy Research, Inc., and editor, *State Budget and Tax News;* **Patrick Callan,** director, California Higher Education Policy Center Study.

11:15 AM – 12:15 PM

CONCURRENT SESSIONS

Publish *and* Perish: Research Universities in the 1990s *Presenter:* **Karl Pister,** interim chancellor, University of California, Santa Cruz.

Cadillac, Quality, and the Baldrige: A TQM Story *Presenter:* **Rosetta Riley,** director of continuous improvement processes, General Motors Corporation.

Can We Go Beyond Our Controversies: Comments on the Curriculum *Presenter:* **Catharine R. Stimpson,** University Professor, dean of the graduate school, and vice provost for graduate education, Rutgers, The State University of New Jersey.

12:30 PM – 1:50 PM

AAHE Black Caucus Business Meeting

AAHE Caucus for Asian and Pacific Americans Business Meeting

AAHE Hispanic Caucus Business Meeting

Roundtable Book Discussions Join your colleagues for an informal discussion of *Women of Influence, Women of Vision: A Cross-Generational Study of Leaders and Social Change,* by Helen S. Astin and Carole Leland, or *The Idea Factory: Learning to Think at MIT,* by Pepper White.

2:00 PM – 3:30 PM

CONCURRENT SESSIONS

AAHE Research Forum: "Reclaiming the Public Trust: A Research Agenda to Explore the Validity of the Criticisms" *Organizers:* **Arthur Chickering,** University Professor and interim dean, Graduate School of Education, George Mason University; **K. Patricia Cross,** Conner Professor of Education, University of California, Berkeley; **Catherine Marineau,** associate professor and graduate program director, School for New Learning, De Paul University; **Marcia Mentkowski,** professor of psychology and director of research and evaluation, Alverno College. *Presenters:* **Helen S. Astin,** professor of higher education and associate director, Higher Education Research Institute, University of California, Los Angeles; others to be announced.

Forum on Faculty Roles and Rewards *Chair:* **Russell Edgerton,** president, AAHE. *Discussion Leaders:* **Ernest Lynton,** Commonwealth Professor, University of Massachusetts at Boston, and senior associate, AAHE; **Eugene Rice,** vice president and dean of the faculty, Antioch College.

The Ethics of Managing Decline *Presenter:* **Jay Halfond,** associate dean, College of Business Administration, Northeastern University.

TQM: Learning From First Experiences *Moderator:* **Daniel T. Seymour,** quality-management consultant, Palm Springs, Calif. *Presenters:* **William L. Pickett,** president, St. John Fisher College; **John E. Kerrigan,** chancellor, University of Wisconsin, Oshkosh; **Richard D. DeCosmo,** president, Delaware County Community College.

Toward Community for All: Feminist Pedagogy and Assessment *Chair:* **Nancy Wilds,** director of faculty development, Armed Forces Staff College. *Presenters:* **Barbara Weaver,** dean, University College, and associate professor of English, Ball State University; **Carolyn Matalene,** associate professor of English, University of South Carolina, Columbia; **Barbara Cambridge,** associate professor of English, Indiana University-Purdue University at Indianapolis. Sponsored by the AAHE Women's Caucus.

Coloring the Halls of Ivy *Moderator:* **George Ayers,** vice president for academic affairs and director, Academic Affairs Resource Center, American Association of State Colleges and Universities. *Presenters:* **Josephine Davis,** president, CUNY York College; **Yolanda Moses,** vice president for academic affairs, California State University, Dominguez Hills; **Hilda Richards,** vice president for academic affairs and provost, Indiana University of Pennsylvania; **F. C. Richardson,** president, SUNY College at Buffalo; **David Williams,** vice president and provost for academic and student affairs, Metropolitan State College of Denver. Sponsored by the AAHE Black Caucus.

The "Class System" in Higher Education: A View From the Comprehensive Sector *Moderator and Presenter:* **Zelda Gamson,** director, New England Resource Center for Higher Education, University of Massachusetts at Boston. *Presenters:* **Terry Caesar,** professor of English, Clarion University of Pennsylvania; **Dorothy Finnegan,** assistant professor of higher education, Oklahoma State University, and research associate, New England Resource Center for Higher Education, University of Massachusetts at Boston.

Higher Education's Role in Education Reform: The View From the Governor's Office *Moderator:* **Jean McDonald,** coordinator for higher education and special projects, National Governors' Association. *Presenters:* **Karen Gallagher,** assistant for education and policy management, Office of Missouri Governor John Ashcroft; **Judy Sachwald,** executive assistant for education, Office of Maryland Governor William Donald Schaefer; **Don Ernst,** executive assistant for primary and secondary education, Office of Indiana Governor Evan Bayh.

Blandina Cardenas Ramirez

Alison Bernstein

J. Herman Blake

Louis Harris

3:45 PM
4:45 PM

CONCURRENT SESSIONS

Governing in the Glass Tower *Moderator and Presenter:* **Joseph G. Flynn,** Distinguished Service Professor and dean, School of Liberal Studies, SUNY College of Technology at Alfred. *Presenters:* **Eudora Pettigrew,** president, SUNY College at Old Westbury; **Karen E. Markoe,** Distinguished Service Professor, SUNY Maritime College; **Charles Warren,** president, SUNY College at Plattsburgh. Sponsored by the AAHE National Network of Faculty Senates.

The Teaching Portfolio and Its Purposes: A Look at Current Practice *Presenters:* **Pat Hutchings,** director, AAHE Teaching Initiative; **Peter Seldin,** professor of management, Pace University.

Innovation in Higher Education: Lessons Learned From FIPSE *Presenters:* **Dora Marcus,** program evaluator, FIPSE; **Philip Uri Treisman,** professor of mathematics, University of Texas at Austin, and member, AAHE Board of Directors; others to be announced.

Women, Minorities, and Mentors *Presenters:* **Constance Carter Cooper,** professor of higher education administration, University of the District of Columbia; **E. Jean Harper,** assistant to the superintendent, Dayton Public Schools. Sponsored by the AAHE Black Caucus.

Asian and Pacific American Students: Giving Voice to Varied and Critical Needs *Moderator:* **Josephine Ong,** assistant to the president and associate professor of chemistry, Grand Canyon University. *Presenters:* **Thao Ho,** undergraduate student and Southeast Asian peer advisor, University of Minnesota, Duluth; **Bonnie Lu,** undergraduate student and member, Executive Committee, Midwest Asian American Students Union, Purdue University. Sponsored by the AAHE Caucus for Asian and Pacific Americans.

Leadership as a Collaborative Effort *Presenters:* **Estela Bensimon,** assistant professor and research associate, Center for the Study of Higher Education, The Pennsylvania State University; **Anna Neumann,** assistant professor of educational administration, Michigan State University; **Tito Guererro,** provost and vice president for academic affairs, Corpus Christi State University; **Mildred Garcia,** assistant vice president for academic affairs, Montclair State College. Sponsored by the AAHE Hispanic Caucus.

Intensifying Public Demands, Passive Institutional Responses: Preemptive Strategies for Building the Public Trust *Moderator:* **George Keller,** chair, Higher Education Division, University of Pennsylvania. *Presenters:* **Richard L. Alfred,** associate professor of higher and adult continuing education, University of Michigan, Ann Arbor; **Sheila West,** president and CEO, ACI Consolidated, Inc.

Living in the Open: Temple University's Core and Its Clamorous Publics *Moderator and Presenter:* **Nancy Hoffman,** director, University Honors, Temple University. *Presenters:* **Julia Ericksen,** acting provost, and **Richard Joslyn,** acting vice provost for academic administration and planning, and **William Nathan,** director, Core Curriculum, Temple University.

Assessment, Accountability, and the Public Trust *Moderator:* **Barbara Wright,** director, AAHE Assessment Forum. *Presenters:* **Margaret A. Miller,** associate director for academic affairs, State Council of Higher Education for Virginia; **Daryl Smith,** associate professor of education and psychology, The Claremont Graduate School; **Carol Jouzaitis,** education reporter, *Chicago Tribune*.

5:00 PM
6:00 PM

PLENARY SESSION

Tomas Rivera Lecture
An annual distinguished lecture in honor of the late Tomás Rivera. *Presenter:* **Henry Cisneros,** chair, Cisneros Asset Management Company, and former mayor of San Antonio, Texas. A reception sponsored by the AAHE Hispanic Caucus will follow.

7:30 PM
9:00 PM

AAHE Women's Caucus Dinner and Membership
Note: Fee and advance registration required. See "Ticketed Activities" on page 17 for details.

9:00 PM
10:00 PM

Roundtable Book Discussions Join your colleagues for an informal discussion of *Black Ice*, by Lorene Cary, or *John Dewey and American Democracy*, by Robert Westbrook.

TUESDAY, APRIL 7

7:00 AM
8:15 AM

Achieving the Promise in Diversity A continental breakfast and lecture. *Presenter:* **Vernon E. Lattin,** provost, Arizona State University, West Campus. Cosponsored by the AAHE Caucus for Asian and Pacific Americans and the AAHE American Indian/Alaska Native, Black, Hispanic, and Women's Caucuses.

8:15 AM
9:25 AM

CONCURRENT SESSIONS

Mathematics's New Mission: To Be a Pump, Not a Filter *Moderator:* **Lynn Arthur Steen,** professor of mathematics, St. Olaf College. *Presenters:* **Lida G. Barrett,** senior advisor for precollege education, Division of Education and Human Resources, National Science Foundation; **John Thorpe,** vice provost for undergraduate education, SUNY at Buffalo.

Henry Cisneros

Dolores Cross

Claire Gaudiani

Carlos Cortés

Clifford Smith

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The Increasing Federal Role in Monitoring Higher Education's Effectiveness *Presenters:* **Trudy Banta,** professor and director, Center for Assessment Research and Development, The University of Tennessee, Knoxville; **Peter T. Ewell,** senior associate, and **Dennis Jones,** president, National Center for Higher Education Management Systems.

General Education Reform: Collaboration in Action *Presenters:* **Susan Hannah,** assistant vice president for academic affairs, Western Michigan University; **Richard Guarasci,** associate dean of university programs, St. Lawrence University; **Lee Grugel,** chancellor, University of Wisconsin Centers; **Rinda West,** professor of English and coordinator of the honors program, Oakton Community College. Sponsored by the AAHE Collaborative Learning Action Community.

Chicanas/Latinas in the Academic Community: Overcoming Barriers to Advancement *Moderator and Presenter:* **Adaljiza Sosa Riddell,** professor of Chicano studies, University of California, Davis. *Presenters:* **Norma E. Cantu,** interim dean, School of Education and Arts and Sciences, Laredo State University; **Blandina Cardenas Ramirez,** director, Office of Minorities in Higher Education, American Council on Education; **Louise Ano Nuevo Kerr,** associate vice chancellor for academic affairs, University of Illinois at Chicago. Sponsored by the AAHE Hispanic Caucus.

Evaluating Faculty and Programs: A Focus on Writing *Moderator:* **Barbara Cambridge,** associate professor of English and coordinator of campus writing, Indiana University-Purdue University at Indianapolis, and vice president, National Council of Writing Program Administrators. *Presenters:* **Christine Hult,** assistant department head and director of writing, Utah State University; **Edward M. White,** professor of English, California State University, San Bernardino. Cosponsored by the AAHE Women's Caucus and the National Council of Writing Program Administrators.

State Policy Toward Independent Colleges and Universities *Presenters:* **William Zumeta,** associate professor of public policy, Graduate School of Public Affairs, University of Washington; **Bette E. Landman,** president, Beaver College, and immediate past chair, Association of American Colleges; **Patrick Callan,** director, California Higher Education Policy Center Study.

AAHE Teaching Initiative: An Open Meeting *Moderator:* **Pat Hutchings,** director, AAHE Teaching Initiative.

9:40 AM
10:50 AM

CONCURRENT SESSIONS

Developing Faculty Behaviors Related to Student Success *Presenter:* **Richard C. Richardson, Jr.,** professor of higher education, Arizona State University. *Reactors:* **L. Steven Zwerling,** program officer, Education and Culture Program, The Ford Foundation; **Robert H. McCabe,** president, Miami-Dade Community College; **Cheryl Kilpatrick,** instructor of communication arts, Sinclair Community College.

The Two Rs of Science, Math, and Engineering: Rejection or Retention *Presenters:* **David A. Sanchez,** assistant director for mathematical and physical sciences, National Science Foundation, and member, AAHE Board of Directors; **Alfredo G. de los Santos, Jr.,** vice chancellor for educational development, Maricopa Community Colleges; **Claire L. Gaudiani,** president, Connecticut College, and member, AAHE Board of Directors; **Roland W. Schmitt,** president, Rensselaer Polytechnic Institute.

The Next Stage of School Reform: How Can We Help? *Presenter:* **Kati Haycock,** AAHE.

The Public Policy Dimensions of Faculty Teaching Loads *Presenter:* **James R. Mingle,** executive director, State Higher Education Executive Officers Association; others to be announced.

Academic Productivity: New Ways of Thinking About College Costs Presenters to be announced.

FORUM ON EXEMPLARY TEACHING

For the fourth year, the National Conference will be the site of AAHE's Forum on Exemplary Teaching, a special program for faculty sponsored by the AAHE Teaching Initiative. To attend, faculty must have been selected by their chief academic officer as having taken the lead in moving the campus toward more powerful teaching and learning. In January, all CAOs received letters inviting them to send such a faculty member to the forum. Registration for the special event closes *February 15, 1992.*

Through a series of invitation-only events, the forum offers its participants a chance to connect with a network of other faculty who not only are excellent teachers but also care about the improvement of teaching beyond their own classrooms. Back on their campuses, the faculty then serve as liaisons to AAHE's Teaching Initiative. Among the forum's events are these:

- Special program on Saturday, April 4, at 1:30-4:30 PM.
- Special program on Sunday, April 5, at 9:00 AM-12:00 PM.
- Luncheon on Tuesday, April 7.

For more information about the Forum on Exemplary Teaching, or to receive a copy of the special invitation sent to CAOs, contact Pat Hutchings, director, AAHE Teaching Initiative.

Peggy McIntosh

11:05 AM 12:05 PM **CONCURRENT SESSIONS**

TQM: Critical Questions, Practitioner's Thoughts *Questioner:* **Arnold R. Shore,** president, Council for Aid to Education, and member, AAHE Board of Directors. *Presenters:* **John Harris,** assistant to the provost for quality assessment, Samford University; **Sylvia Westerman,** director of planning and new programs, Graduate Business School, Fordham University; **Michael Williamson,** director, Office of Quality, and assistant to the chancellor, University of Wisconsin, Madison.

Indicators of Commitment to Undergraduate Education: The Liberal Arts, State University, and Research University Sectors *Presenters:* **Peter Armacost,** president, Eckerd College; **Darrell Krueger,** president, Winona State University; **Frank Murray,** dean of education, University of Delaware.

Institutional Accountability: From Voluntary Accreditation to State Agency Oversight? *Presenters:* **Sandra E. Elman,** associate director, Commission on Institutions of Higher Education, New England Association of Schools and Colleges; **Thomas R. Wolanin,** staff director, Subcommittee on Postsecondary Education, U.S. House of Representatives; others to be announced.

Difficult Dialogues About Power and Privilege *Presenters:* **Peggy McIntosh,** associate director, Center for Research on Women, Wellesley College; **Beverly Guy Sheftall,** associate professor of English and women's studies and director, Women's Research and Resource Center, Spelman College, and member, AAHE Board of Directors. Sponsored by the AAHE Women's Caucus.

12:05 PM 1:20 PM **AAHE Women's Caucus Open Meeting**

12:30 PM 1:20 PM **CONCURRENT SESSIONS**

Inner City Churches and Educational Excellence *Moderator and Presenter:* **J. Herman Blake,** vice chancellor for undergraduate education, Indiana University-Purdue University at Indianapolis; others to be announced. Sponsored by the AAHE Black Caucus.

Faculty, Governance, and Assessment at the Interamerican University of Puerto Rico *Moderator and Presenter:* **Estela Lopez,** vice president for academic affairs, Interamerican University of Puerto Rico. *Presenters:* **Debora Hernandez,** director, Office of Evaluation and Assessment, and **Dulce Tirado,** executive secretary, University Council, and **Luz Rivera,** president, Ponce Regional College Academic Senate, Interamerican University of Puerto Rico.

Collaborative Achievement: Credit-Based Peer Tutoring *Moderator and Presenter:* **Linda S. Belote,** assistant vice chancellor for academic administration and director, Achievement Center, University of Minnesota, Duluth. *Presenters:* **Sharon Torrison,** assistant to the dean, School of Business and Economics, and **Paul Treuer,** tutoring center coordinator, and **Lance Fox,** undergraduate student and peer tutor, University of Minnesota, Duluth.

Improving Retention at an Urban Commuter University *Presenter:* **Dolores E. Cross,** president, Chicago State University.

The Role of Academic Libraries in the Commitment to Multiculturalism *Presenter:* **Arglenda Dorsey,** multicultural services librarian and acting department head, Media Services, Clark Library, San Jose State University.

State-Level Initiatives to Promote Teaching Excellence: Pennsylvania's Summer Academy *Moderator and Presenter:* **Mary Gendernalik Cooper,** project director, Pennsylvania Academy for the Profession of Teaching. *Presenters:* **Suzanne Brown,** acting vice chancellor for academic affairs, Pennsylvania State System of Higher Education; **Horace Rockwood,** professor of English, California University of Pennsylvania; **Mary Lou Zanich,** professor of psychology, Indiana University of Pennsylvania.

Strategies to Improve the Climate for Women in Graduate Education *Presenters:* **Sarah Fenstermaker,** associate dean, Graduate Division, and professor of sociology and women's studies, and **Paula Rudolph,** assistant dean, Graduate Division, University of California, Santa Barbara.

Sanctions Against Acts Motivated by Intolerance: An Educational Model *Presenter:* **Wanda M. Davis,** assistant director, Office of Conduct Standards, The Pennsylvania State University.

Sound-Off on TQM *Presenters:* **Theodore J. Marchese,** vice president, and **Barbara Wright,** director, AAHE Assessment Forum, AAHE.

1:30 PM 2:45 PM **CONCURRENT SESSIONS**

Reclaiming the Public Trust Through Student Voluntary Service *Moderator:* **Louis S. Albert,** vice president, AAHE. *Presenters:* **Carlos A. Plazas,** president, Saint Augustine College; **Rafael Rodriguez,** president, Trinity College of Quezon City, The Philippines; **Linda A. Chisholm,** president, Association of Episcopal Colleges, and codirector, The Partnership for Service-Learning; **Carl Procario-Foley,** service activities coordinator, Iona College.

Alfredo de los Santos

Estela Bensimon

Karl Pister

William Harvey

Helen Astin

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MADS and GLADS: Responding to the Career Issues of Two Critical Groups of Senior Faculty *Moderator:* **L. Lee Knefelkamp,** professor and chair, Department of Adult and Higher Education, Teachers College, Columbia University. *Presenters:* **Robert Boice,** director, Faculty Instructional Support Office, and professor of psychology, SUNY at Stony Brook; **Martin Finkelstein,** director, and **Mark LaCelle-Peterson,** senior research associate, New Jersey Institute for Collegiate Teaching and Learning.

Integrating Information Technology Into Teaching and Research: Incentives and Aspirations *Moderator and Presenter:* **Patricia Senn Breivik,** associate vice president for information resources, Towson State University, and chair, National Forum on Information Literacy. *Presenters:* **Colette A. Wagner,** coordinator of academic computing, CUNY; **Ellen Wagner,** associate professor of educational technology, University of Northern Colorado; **Jerome Woolpy,** professor of biology and associate dean, Earlham College. Sponsored by the AAHE Information Literacy Action Community.

Making the Transition From Faculty Member to Administrator: Asian and Pacific American Experiences *Moderator and Presenter:* **Roy Saigo,** provost and vice president for academic affairs and student affairs, Southeastern Louisiana University. *Presenters:* **Tobin G. Barrozo,** president, Metropolitan State University; **Susy S. Chan,** vice president for university planning and research, De Paul University. Sponsored by the AAHE Caucus for Asian and Pacific Americans.

Classroom Research 1992: Lessons From Success and Promising New Directions *Moderator and Presenter:* **Thomas A. Angelo,** director, Academic Development Center, Boston College. *Presenters:* **Donald W. Farmer,** vice president for academic affairs, King's College (PA); **Diana K. Kelly,** director, Classroom Research Grant Project, and faculty of communications, Fullerton College; **Carol Brown,** chair, History Department, Houston Community College. Sponsored by the AAHE Classroom Research Action Community.

Excellence and Diversity in Two-Year Colleges *Moderator:* **William B. Harvey,** associate professor, Adult and Community College Education, North Carolina State University. *Presenters:* **Laura I. Rendon,** associate research professor of higher education, Arizona State University, and member, AAHE Board of Directors; **Alfredo G. de los Santos, Jr.,** vice chancellor for educational development, Maricopa Community Colleges; **Jacqueline Woods,** vice president for institutional advancement, Community College of Philadelphia; **Phail Wynn, Jr.,** president, Durham Technical Community College. Cosponsored by the AAHE Black and Hispanic Caucuses.

Diversity on Campus: Is the Solution Part of the Problem? *Moderator:* **Pedro J. Lecca,** associate vice president for academic affairs, University of Texas at Arlington. *Presenters:* **Flavio Vega,** acting associate provost, Northeastern Illinois University; **Elsa Nunez-Wormack,** associate dean of faculty, CUNY College of Staten Island; **Quintin Vargas II,** associate academic dean, St. Edward's University. Sponsored by the AAHE Hispanic Caucus.

Busy, Noisy, and Powerfully Effective: Using Cooperative Learning to Energize Large Section Classes *Presenter:* **Idahlynn Karre,** associate professor of speech communication, University of Northern Colorado.

AAHE's School/College Collaboration Programs: An Open Meeting *Presenter:* **Carol Stoel,** director, AAHE Office of School/College Collaboration; **Nevin Brown,** director, National Conference on School/College Collaboration, AAHE.

3:00 PM
4:00 PM

CONCURRENT SESSIONS

Assessing the Organizational Climate for Lesbian and Gay Students, Faculty, and Staff *Moderator:* **William G. Tierney,** associate professor of education, The Pennsylvania State University. *Presenters:* **Lee Upcraft,** vice president for student services, and **Estela Bensimon,** assistant professor of education, and **James Stewart,** vice provost, The Pennsylvania State University. Sponsored by the AAHE Lesbian/Gay Caucus.

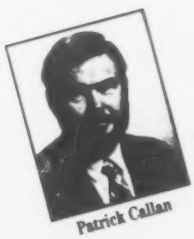
The Financial Survival of Historically Black Colleges and Universities *Presenters:* **Alfred McWilliams,** professor of educational administration, and **Sandra L. Childs,** graduate research associate, Georgia State University. Sponsored by the AAHE Black Caucus.

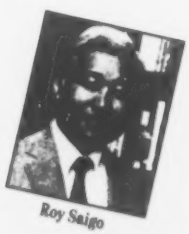
American Indian Studies Programs: A Case Study of Institutional Failure *Presenters:* **Patrick Weasel Head,** assistant director, American Indian Research Opportunities Program, Montana State University; **Joseph H. Stauss,** acting director, and **Ken Pepion,** program specialist, American Indian Studies, University of Arizona. Sponsored by the AAHE American Indian/Alaska Native Caucus.

Selecting a College: Students Tell How They Decide *Presenters:* **Julie Johnson,** undergraduate student, Eastern Michigan University; **Kirk Swinehart,** undergraduate student, Miami University of Ohio; **Alejandro Videla,** undergraduate student, Pace University.

Teaching Metacognition Across the Curriculum: Using Classroom Assessment to Promote Active Learning, Self-Direction, and Awareness *Presenter:* **Thomas A. Angelo,** director, Academic Development Center, Boston College. Sponsored by the AAHE Classroom Research Action Community.

Rewarding Teaching at a Research-Oriented University *Moderator and Presenter:* **Robert D. Narveson,** professor of English, University of Nebraska. *Presenters:* **Leverne A. Barrett,** professor of agricultural education, and **Daniel Bernstein,** professor of psychology, and **Robert C. Shearman,** head, Department


Patrick Callan


Roy Saigo

Margaret Miller

Peter Ewell

Carol Cartwright

of Agronomy, and **John G. Peters,** dean, College of Arts and Sciences, University of Nebraska.

Minority Retention: Moving From a Reactive to a Strategic Role *Presenters:* **Louis Olivas,** assistant vice president for academic affairs, and **Gary L. Kleemann,** executive coordinator, Associated Students, Arizona State University. Sponsored by the AAHE Hispanic Caucus.

The Other Side of the Mirror: Reframing Faculty Development as an Adult Learning Process *Presenter:* **Stephen D. Brookfield,** professor of higher and adult education, Teachers College, Columbia University.

AAHE Information Literacy Action Community Meeting *Moderator:* **Patricia Senn Breivik,** associate vice president for information resources, Towson State University, and chair, National Forum on Information Literacy.

4:15 PM
5:30 PM

PLENARY SESSION

Reclaiming the Public Trust: A Look to the Future *Presenter:* **Carol A. Cartwright,** president, Kent State University, and vice chair, AAHE Board of Directors. Followed by an AAHE Town Meeting, moderated by **Norman C. Francis,** president, Xavier University of Louisiana, and chair, AAHE Board of Directors, and **Blenda J. Wilson,** chancellor, University of Michigan at Dearborn, and chair-elect, AAHE Board of Directors.

7:30 PM

AAHE Black Caucus Reception at Northeastern Illinois University
Invitation-only.

9:00 PM
10:00 PM

Roundtable Book Discussions Join your colleagues for an informal discussion of *The Good Society,* by Robert Bellah, et al, or *Universities and the Future of America,* by Derek Bok.

WEDNESDAY, APRIL 8

8:30 AM
9:30 AM

CONCURRENT SESSIONS

Issues in Cooperative Learning *Moderator and Presenter:* **Barbara J. Millis,** assistant dean for faculty development, University of Maryland, University College. *Presenters:* **James L. Cooper,** professor of graduate education, California State University, Dominguez Hills; **Neil Davidson,** associate professor, Department of Curriculum and Instruction, University of Maryland, College Park.

Promoting a Campus Community: National Trends and Institutional Programs *Moderator:* **Barbara M. Montgomery,** associate vice president for academic affairs, University of New Hampshire. *Presenters:* **George D. Kuh,** professor of higher education, Indiana University; **Keith M. Miser,** vice president for student affairs, Colorado State University; **Daniel A. DiBiasio,** interim vice president for student affairs, University of New Hampshire.

Planning and Implementing General Education Curricula: Two Case Studies *Moderator and Presenter:* **Howard B. London,** professor of sociology, Bridgewater State College. *Presenters:* **Sandra Kanter,** research director, General Education Project, and **Zelda Gamson,** director, New England Resource Center for Higher Education, University of Massachusetts at Boston.

Restructuring the Basis of Transfer: A Radical Proposal *Presenters:* **Gail O. Mellow,** academic dean, Quinebaug Valley Community College; **Valerie Hodge,** assistant vice president of student development, East Stroudsburg State University; **Jane Power Kilcoyne,** president, New Hampshire Technical College at Laconia; **Ann Huckenbeck,** director of admissions and orientation services, University of Connecticut.

Reaching the Distant Learner Through Telecommunications *Moderator and Presenter:* **Peter A. Wilson,** dean, Coachella Valley Center, California State University, San Bernardino. *Presenters:* **Juan C. Gonzalez,** vice president for student services, and **William Aguilar,** university librarian, and **Lewis Jones,** dean of undergraduate studies, California State University, San Bernardino.

Student Development Through Extended Work Experience *Moderator and Presenter:* **Katharine B. Stevens,** director, The Venture Consortium. *Presenters:* **Karen T. Romer,** associate dean for academic affairs, Brown University; **Al Erdynast,** professor of business administration and philosophy, Antioch University, Los Angeles; **Thomas Haugsby,** professor of cooperative education and associate dean of faculty, Antioch College.

Nigeria Study Tour Orientation *Presenters:* **James C. Renick,** vice provost, George Mason University; **Melvin C. Terrell,** vice president for student affairs, Northeastern Illinois University.

9:45 AM
12:45 PM

Professional Development Workshops W-30, W-31, W-32, W-33, W-34, W-35, W-36, W-37, W-38
Note: Fee and advance registration required. See "Workshops" on page 13 for details.

Blenda Wilson

Norman Francis

ASSOCIATED ORGANIZATIONS

Associated organizations are always invited to hold meetings during the AAHE National Conference. The final Conference Program will list such meetings, with dates and times.

WORKSHOPS

The Professional Development Workshops are a small but valuable part of the conference program, providing intensive and practical learning experiences in small groups. To register for a workshop(s), use the Registration Form enclosed and add the appropriate fee(s). All workshops are $45 each, except for the full-day workshops (S-14, S-15, S-16), which are $90 each.

SUNDAY, APRIL 5

9:00 AM 12:00 PM

S-10 Cases and the Case Method: Why, What, and How Long used in business and law, the case method has now begun to catch on in other educational settings: in classrooms with students, for example, and among faculty to promote more reflective teaching. This two-part workshop will help you explore how cases might be used on your campus. During the morning session (S-10), a case discussion focused on teaching and learning issues will illustrate the method; issues raised by that discussion will be analyzed in terms of a range of purposes. Then, in the afternoon session (S-20, 1:00-4:00 PM), you will explore methods for teaching with cases and begin writing a case you can later use. *Note:* You may register for the morning session only, or for both the morning and afternoon sessions. *Presenters:* **Sharon A. McDade,** assistant professor of higher and adult education, Teachers College, Columbia University; **Rita Silverman,** professor of teacher education, and **William M. Welty,** professor of management and director, Center for Faculty Development, Pace University.

S-11 Remaking the System: The Department Chair as Change Agent Increasingly, department chairs are being held responsible for improving teaching effectiveness. Yet, with the changing student body, the demise of literacy, the difficulty of engaging students actively in learning, and the poor match between faculty and student expectations, how and where do chairs begin? In this workshop, you will learn practical intervention strategies for changing the climate of a department by involving and motivating faculty — including difficult colleagues and poor teachers — to improve the quality of their teaching. You will receive a copy of Lucas's book *The Department Chairperson's Role in Enhancing College Teaching*. *Presenter:* **Ann F. Lucas,** professor of organizational development, Fairleigh Dickinson University.

S-12 Turning Professors Into Teachers The program of peer observation and student interviewing developed by the late Joe Katz offers a structure for reducing teacher isolation, increasing communication with students, and producing fruitful campus dialogue around teaching. Using the Partners in Learning program (formerly the New Jersey Master Faculty Program) as a model, you will learn how a campus, system, or consortium can establish its own program. You will receive a copy of the *Partners in Learning* (Master Faculty) handbook. *Presenters:* **Renee Betz,** associate professor of English and coordinator, Teachers' Project to Improve Learning, Central Missouri State University; **Argiro Morgan,** professor of education, Xavier University of Louisiana; **Myrna Smith,** associate director, New Jersey Institute for Collegiate Teaching and Learning, Seton Hall University; **Carol Solon,** professor of English, Norwalk Community College.

S-13 Institutional Strategies to Build Public Confidence: From Default to Design This interactive workshop will heighten your awareness of the forces that erode public confidence in colleges and universities. Then, through small-group activities, you will consider practical solutions — the coordinated actions that institutions can take beyond marketing and public relations to improve stature. Although colleges and universities are unquestionably affected by trends in the external environment, they can plan, respond, act, and organize themselves to create a long-term, positive relationship with the public. You will receive a copy of *Higher Education and the Public Trust: Improving Stature in Colleges and Universities*, by Alfred and Julie Weissman. *Presenters:* **Richard L. Alfred,** associate professor of higher and adult continuing education, University of Michigan, Ann Arbor; **George Keller,** chair, Division of Higher Education, University of Pennsylvania; **Sheila West,** president and CEO, ACI Consolidated, Inc.

9:00 AM 4:00 PM

S-14 Turning Tension Points to Cooperation: Conflict Resolution on Campus Political correctness, sexual and racial harassment, demonstrations by students and community groups, divergence from a core curriculum — these are issues of conflict that academic administrators face daily. Using vignettes based on actual cases, this interactive workshop will explore

Joanne Gainen

Jay Halfond

Josephine Ong

Edward White

campus conflict and suggest the skills and techniques administrators need to address it. You will receive materials on conflict-resolution choices, the role of third-party neutrals, tricky tactics, and strategies for turning conflict into cooperativeness. *Presenter:* **Lois Vander Waerdt,** attorney at law and president, The Employment Partnership.

S-15 Does College Make a Difference? Twenty Years of Research on Students and the Implications for Policy and Practice What do the last twenty years of research on the effects of college on students have to say about how students change and grow? This workshop will begin by reviewing the evidence that change occurs, how much of it is actually attributable to college attendance, the variety of experiences gained there, the college's location, and also how these effects vary according to student characteristics. Then, in interactive small groups, you will deliberate the implications of the findings for academic and student affairs programs, practices, and policies. You will receive a copy of Pascarella and Terenzini's *How College Affects Students. Presenters:* **Ernest T. Pascarella,** professor of educational psychology, University of Illinois at Chicago; **Patrick T. Terenzini,** professor of higher education and codirector, National Center on Teaching, Learning, and Assessment, and **M. Lee Upcraft,** assistant vice president for counseling services and program assessment and affiliate, Center for the Study of Higher Education, The Pennsylvania State University.

S-16 Client Responsiveness in Higher Education: Overcoming Organizational Barriers Experience suggests that client responsiveness requires a strategic alignment of all parts of an institution. Yet in many colleges and universities, internal miscommunication, mistrust, and negative politics create conditions more closely resembling warfare than the partnership that is required. This workshop will feature an organizational simulation that re-creates typical dynamics among members at all levels of an organization and between members and clients. By reflecting on the simulation and discussing its conceptual framework, you will identify productive and counterproductive mindsets and strategies for exercising organizational leadership on behalf of client responsiveness or other change initiatives; you also will discuss applications to your own setting. *Presenter:* **Grady McGonagill,** founder, McGonagill & Associates.

1:00 PM
4:00 PM

S-20 Cases and the Case Method: Why, What, and How (See S-10 for description. You must register for S-10 to attend S-20.)

S-21 Learning Communities: Creating Environments for Difficult Dialogues Learning communities provide the context for multidisciplinary, collaborative learning. They help faculty explore connections among disciplines and give students the opportunity to work closely with their peers. In this workshop, you will learn how to create a learning community and take advantage of its special environment, so that faculty and students can participate together in "conversations that matter." You will receive a copy of *Learning Communities: Creating Connections Among Faculty, Students, and the Disciplines*, by Gabelnick and Matthews, et al. Sponsored by the AAHE Collaborative Learning Action Community. *Presenters:* **Faith Gabelnick,** dean, Lee Honors College, Western Michigan University; **Roberta S. Matthews,** associate dean for academic affairs, CUNY LaGuardia Community College.

S-22 Career Advancement in the 1990s: Breaking the Glass Ceiling Action-oriented and based on the real-life experiences of women administrators, this workshop is designed for women interested in advancing their careers in higher education administration. You will examine such topics as networking and sponsorship, career mapping, portfolio development, managing diversity, power and trust relationships, and gender bias. Sponsored by the AAHE Women's Caucus. *Presenters:* **Josephine Davis,** president, CUNY York College; **Suzanne Forsyth,** director, Human Resources, and **Marlene Ross**, director, ACE Fellows Program, American Council on Education.

S-23 Support Programs for New Faculty Presenters will share experiences and strategies for identifying needs of new faculty and helping them to develop a productive and satisfying balance of teaching, research, and collegiality. You will learn ways to initiate or strengthen specific programs, such as mentoring, interviewing, mid-course feedback on teaching, writing support groups, and workshops on teaching and scholarly productivity. Administrators' roles in creating an institutional ethos favorable to the full development of faculty potential also will be discussed. You will receive a copy of Boice's book *Supporting the New Faculty Member. Presenters:* **Robert Boice,** director, Faculty Instructional Support Office, and professor of psychology, SUNY at Stony Brook; **Joanne Gainen,** director, Teaching and Learning Center, Santa Clara University.

S-24 Fellowships, Internships, and Other Professional-Development Opportunities: How to Get Them and Why Special career-development programs that have established their potential for advancing the academic careers of women and minorities will be presented and discussed by former participants. In this workshop, you will learn about Kellogg fellowships, ACE fellowships, Harvard's IEM and MDP programs, and other professional-development opportunities. Applications and other materials for each of these programs will be available. Sponsored by the AAHE Black Caucus. *Presenters:* **Herma Williams,** Commonwealth Professor of Arts, Sciences, and Education, George Mason University, and former Kellogg Fellow; **Jacquelyn Mitchell,** associate dean for academic affairs, School of Arts and Sciences, Johns Hopkins University, and former ACE Fellow; **Clyde Evans,** associate dean for clinical affairs and director, Office for Academic Careers, Harvard University Medical School, and alumni, Harvard Management Development Program; **Madeleine F. Green,** vice president, American Council on Education.

Matthews Hamabata

George Keller

Zelda Gamson

Richard Richardson

Tobin Barrozo

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S-25 The Campus as a Classroom for Multiple World Views As issues of diversity and multiculturalism grow, colleges and universities have mostly focused on curricular reform. Yet this reform is risky alone. In the workshop, you will discuss effective strategies for involving all members of the campus community in the challenges of living and working within multiple world views. Presenters will describe programs for faculty, with special focus on transcultural pedagogy, and propose how outside consultants can work with administrators to develop programs for students. One institution's efforts to change its curriculum, residential life, and relationships among faculty, students, and administrators through shared governance will be presented. Sponsored by the AAHE Caucus for Asian and Pacific Americans. *Presenters:* **Lourdes Arguellas,** associate professor of women's studies and Chicano studies and MacArthur Chair in women's studies, Pitzer College; **Matthews Hamabata,** dean of the college, Haverford College; **Carol Wolf,** executive director, and **Anna Maria Garcia,** consultant, Eclipse Consultant Group.

S-26 Evaluating and Rewarding Faculty for Professional Public Service Faculty perform professional work that both serves the public interest and is compatible with their institution's mission and purposes. Yet the public and the states do not fully recognize these valuable contributions of knowledge and technology transfer, and institutions do not evaluate and reward faculty equitably for them. Designed for VPAAs, deans, chairs, and faculty, this workshop will help you (a) understand and learn how to create an institutional culture that acknowledges and values professional public service; (b) develop institutional policies, mechanisms, and models for evaluating and rewarding faculty professional work; and (c) formulate strategies and approaches to effectively implement new priorities. You will receive a copy of *Professional Service & Faculty Rewards*, by Elman and Sue Marx Smock. *Presenters:* **Sandra E. Elman,** associate director, Commission on Institutions of Higher Education, New England Association of Schools and Colleges.

S-27 Assessment and Institutional Readiness It is difficult to implement outcomes assessment if an institution is unready and resistant to the organizational changes assessment implies. In this workshop, you will explore a range of issues including political considerations; internal processes; institutional leadership; involvement of administrators, faculty, and students; and attitudes that help or hinder assessment. Focus will be on reducing anxiety, generating excitement, and creating awareness — and readiness — by means of a comprehensive communications plan. *Presenters:* **Donald Lumsden,** professor of communications, and **Michael E. Knight,** coordinator, Assessment of Student Learning and Development, Kean College of New Jersey.

2:00 PM
5:00 PM

S-28 Minority Student Access Into Science Careers In spite of the attention already given minority student access into academic careers in science, the situation for such students has not improved. You will learn about faculty-based recruitment and retention strategies aimed at increasing the number and the quality of preparation of minority students pursuing undergraduate degrees in the sciences and in engineering. The statewide California Alliance for Minority Participation in the Sciences (CAMP) will be discussed as a model, with a special emphasis on Hispanic students. Sponsored by the AAHE Hispanic Caucus. (This workshop starts later to accommodate the AAHE Hispanic Caucus Forum, which ends at 1:30 PM.) *Presenters:* **Juan Francisco Lara,** executive director, California Alliance for Minority Participation in the Sciences, University of California, Irvine; **Manuel N. Gomez,** associate vice chancellor of academic affairs, University of California, Irvine; **Elma Gonzalez,** associate professor of biology, University of California, Los Angeles.

WEDNESDAY, APRIL 8

9:45 AM
12:45 PM

W-30 Cost-Effective Assessment: Learning More for Less State mandates call for assessment, accrediting agencies want evidence for claims to quality, and the vast majority of American campuses report they are doing some kind of assessment. But are we getting our money's worth? Is assessment really leading to improved teaching and learning? And can the costs of assessment be defended in a time of tight resources? Using the case study method, this workshop will focus on the roles of administrators, faculty, and students in assessment that is both cost-effective and educationally responsible. *Presenters:* **Barbara Wright,** director, AAHE Assessment Forum, and **Theodore J. Marchese,** vice president, AAHE.

W-31 Leadership Development in Tough Times This workshop is aimed at persons seeking to move into first- and middle-tier positions in campus administration and higher education agencies. It will address leadership-development issues for those wishing to advance their careers and for those who help others to advance. In the past few years, many people's advancement was hindered by higher education's fiscal problems. You will learn how to address that issue while considering ways to create on-campus developmental experiences, opportunities for off-campus education, and strategies for career advancement. You will receive a copy of *Investing in Higher Education: A Handbook of Leadership Development*, by Madeleine Green and Sharon A. McDade. *Presenter:* **Sharon A. McDade,** assistant professor of higher and adult education, Teachers College, Columbia University.

W-32 Teaching and the Faculty Reward Structure: What Compensation and Tenure/Promotion Tell Us About the Value of Instruction Although recent moves at Stanford and elsewhere, as well as a

Beverly Guy Sheftall

Trudy Banta

R. Eugene Rice

Lourdes Arguelles

Peter Armacost

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rash of recent publications, suggest that teaching is returning to the forefront of the academic enterprise. data on compensation and on tenure and promotion suggest otherwise. Combining recent data from the National Survey of Postsecondary Faculty with a major literature review on compensation, workshop discussion will focus on the way faculty spend their time, and how their behavior is reinforced. In particular, you will discuss the "devaluing" of teaching, whether intentional or not, in the way in which academic work is structured and compensated. *Presenters:* **James E. Fairweather,** associate professor and senior research associate, Center for the Study of Higher Education, The Pennsylvania State University; **Kay Moore,** chair and professor of educational administration, Michigan State University.

W-33 Designing and Using a Teaching Portfolio Now that campuses are beginning to take teaching seriously, the search is on for ways to improve and reward this aspect of faculty work. A growing number of faculty are turning to the teaching portfolio with these objectives in mind. In this workshop, you will learn how a range of campuses are using portfolios to document, display, and (sometimes) evaluate teaching — and why. The workshop will focus on the teaching portfolio's potential to capture substantive aspects of teaching. A model, along with sample entries, will be presented; you will work together to (a) examine the model, (b) raise issues of design and use, and (c) begin designing guidelines for portfolios that fit your own campus context and purposes. You will receive AAHE's new monograph *The Teaching Portfolio: Capturing the Scholarship in Teaching. Presenter:* **Pat Hutchings,** director, AAHE Teaching Initiative.

W-34 Total Quality Management and Higher Education In this workshop, you will examine the questions "What is TQM?" and "Who is doing it?" Presenters will describe the basic principles and underlying concepts of Total Quality Management, briefly discuss some of the tools for continuous improvement, and highlight some of the experiences with TQM in colleges and universities. *Presenters:* **G. Gregory Lozier,** executive director, Planning and Analysis, The Pennsylvania State University; **Deborah J. Teeter,** director, Institutional Research and Planning, University of Kansas.

W-35 Improving the Teaching and Learning Environment for Lesbian and Gay Students, Faculty, and Staff What steps can administrators, faculty, staff, and students take to improve the teaching and learning environment on their campuses for lesbian and gay constituencies? After this workshop, you will return home with strategies for (a) assessing campus climate, (b) suggesting specific solutions to problems found, and (c) creating an atmosphere of mutual dialogue and trust. Discussion will focus on issues of curricular integration, educational programming, institutional policies, and structural changes. Sponsored by the AAHE Lesbian Gay Caucus. *Presenters:* **William G. Tierney,** associate professor of education, and **Anne Ard,** senior diversity planning analyst, and **Estela Bensimon,** assistant professor of education, Center for the Study of Higher Education, The Pennsylvania State University.

W-36 A Strategy for the Recruitment, Retention, and Preparation of Minority Teachers: The Learning Community Model Using case studies of four teacher-training institutions in the Southwest, workshop presenters will describe efforts to implement a learning community model in schools of education. You will learn about the pilot projects and innovative ideas the presenters have incorporated into their own institutions to increase the pool of Hispanic teachers, and compare the different strategies they have employed. Sponsored by the AAHE Hispanic Caucus. *Presenters:* **Margarita Calderon,** director, Tutoring Learning Center, and associate professor of education, University of Texas at El Paso; **Francisco Hidalgo,** professor and chair of secondary and vocational education, California State University, San Bernardino; **Leslie Huling-Austin,** director, L.B.J. Institute for the Improvement of Teaching and Learning, Southwest Texas State University; **Yolanda Rodríguez Ingle,** project coordinator, Tomás Rivera Center; **Richard Pacheco,** director, Multiple Subjects With Bilingual Emphasis Credential Program, San Diego State University.

W-37 Institutional Survival: How to Market and Finance Higher Education During Times of Diminishing Resources This workshop will explore the relationship between institutional marketing and resource development. You will discuss issues that will impinge on institutional fiscal stability in the next few decades. You will explore (a) how to market an institution with a competitive edge, (b) resource development — more than fund raising, (c) public versus private sources of funding, and more. Sponsored by the AAHE Black Caucus. *Presenters:* **Israel Tribble,** president and CEO, Florida Endowment Fund for Higher Education; **Jacqueline Woods,** vice president for institutional advancement, Community College of Philadelphia.

W-38 Becoming a Skillful Teacher This workshop will lead you in considering ways faculty can become more skillful in their teaching. Skillful teaching requires a balance of faculty sensitivity to how students experience learning with a commitment to the teacher's own agenda. In small-group exercises, you will explore how to (a) use critical incidents to investigate students' experiences, (b) confront resistance to learning, (c) build trust in college classrooms, and (d) adjust teaching to the rhythms of learning. You will receive a copy of Brookfield's book *The Skillful Teacher. Presenter:* **Stephen D. Brookfield,** professor of higher and adult education, Teachers College, Columbia University.

Laura Rendon

Daniel Seymour

James Renick

Sharon McDade

TICKETED ACTIVITIES

AAHE invites you to register now to attend one or more of these conference activities. Mark your choice(s) on the Registration Form enclosed and add the appropriate fee(s). Activities are open unless otherwise noted.

AAHE Black Caucus Career Development Seminar: "Enhancing Your Professional Opportunities" (Sunday, April 5, 9:00 AM-12:00 PM) This annual seminar is designed to assist caucus members with issues of professional development and advancement within the higher education environment. After a group discussion of career paths taken by colleagues in predominantly white institutions, faculty members and administrators will break into smaller groups to discuss relevant career topics. Sponsored by the AAHE Black Caucus. *Moderators:* **James C. Renick,** vice provost, George Mason University; **Constance Carter Cooper,** professor of higher education administration, University of the District of Columbia; **Josephine Davis,** president, CUNY York College.

Note: Advance registration is required; use the Registration Form enclosed. *Fee:* free for AAHE Black Caucus members; $45 for nonmembers.

AAHE Black Caucus City Tour of Chicago (Sunday, April 5, 4:15-6:15 PM) See the sights of Chicago on this guided bus tour focusing on local black history. Sponsored by the AAHE Black Caucus.

Note: Open to both AAHE Black Caucus members and nonmembers on a first-come, first-served basis. Advance registration is required; use the Registration Form enclosed. *Fee:* $25.

Faculty Senate Leadership Retreat (Sunday, April 5, 9:30 AM-4:00 PM) The AAHE National Network of Faculty Senates is sponsoring a two-session leadership retreat, designed for both senate leaders and administrators with responsibilities for governance.

The morning session (9:30 AM-12:00 PM) will begin with an analytical critique of recent developments in faculty governance, followed by a roundtable response from experienced faculty governance leaders. The session will conclude with case presentations from campuses identified as having exemplary models of academic and campus senates. The afternoon session (1:30-4:00 PM) will consist of small working groups chaired by an experienced faculty leader, with discussion of the extraordinary responsibility and ephemeral authority that frequently burden the senate president. Groups will also focus on relations with the campus president and trustees, governance resource requirements, senates on unionized campuses, higher education reform, and the special demands on faculty leadership. The main goal is for participants to continue to network with one another beyond the conference. *Organizers:* **Joseph G. Flynn,** Distinguished Service Professor, SUNY College of Technology at Alfred; **Karen E. Markoe,** Distinguished Service Professor, SUNY Maritime College.

Note: Advance registration is required; use the Registration Form enclosed. *Fee:* $90, includes lunch.

AAHE Hispanic Caucus Professional Development Seminar (Saturday, April 4, 1:30-5:00 PM) For the first time, AAHE Hispanic Caucus members will have the opportunity to participate in a special seminar focusing on professional development and advancement. Discussion will cover employment opportunities, search procedures, preparation for interviews, and other topics. *Presenter:* **Charles Neff,** vice president, Presidential Search Consultation Service, Association of Governing Boards of Universities and Colleges. Sponsored by the AAHE Hispanic Caucus.

Note: Seminar is open to AAHE Hispanic Caucus members only. Advance registration is required; use the Registration Form enclosed.

AAHE Hispanic Caucus Forum and Luncheon: "Reclaiming the Public Trust: The Role of New Leaders" (Sunday, April 5, 9:00 AM-1:30 PM) This annual event will open with coffee during registration. At 10:00 AM, Manuel Pacheco will speak, followed by reaction to his presentation from the AAHE Board of Directors executive committee. This year's AAHE Hispanic Caucus Awards will be presented during lunch. *Moderator:* **Laura I. Rendon,** associate research professor of higher education, Arizona State University, and member, AAHE Board of Directors. *Presenter:* **Manuel Pacheco,** president, University of Arizona. *Reactors:* **Alison Bernstein,** associate dean of the faculty, Princeton University, and past chair, AAHE Board of Directors; **Carol A. Cartwright,** president, Kent State University, and vice chair, AAHE Board of Directors; **Norman C. Francis,** president, Xavier University of Louisiana, and chair, AAHE Board of Directors; **Blenda J. Wilson,** chancellor, University of Michigan at Dearborn, and chair-elect, AAHE Board of Directors. Sponsored by the AAHE Hispanic Caucus.

Note: Open to AAHE Hispanic Caucus members only. Advance registration is required; use the Registration Form enclosed. *Fee:* $25.

AAHE Undergraduate Student Caucus Forum: "Reclaiming Trust: The Student Perspective" (Sunday, April 5, 8:30 AM-5:00 PM) *Presenters:* **Mathilda Harris,** university director for international programs, Miami University of Ohio; **William R. Whipple,** associate academic dean, Albright College; others to be announced. Sponsored by the AAHE Undergraduate Student Caucus.

Note: Advance registration is required; use the Registration Form enclosed. *Fee:* $10.

AAHE Women's Caucus Dinner and Membership (Monday, April 6, 7:30-9:00 PM) Dinner and cocktails (cash bar) at the Berghoff Restaurant. Sponsored by the AAHE Women's Caucus.

Note: Attending the dinner confers one year of membership in the caucus. Advance registration is required; use the Registration Form enclosed. *Fee:* $35.

SAVE $80!

If you're not already a member of AAHE, join now, as part of your National Conference registration. You'll save up to $80 on your conference registration fee. Plus you'll begin receiving all the benefits of membership. Use the Registration Form enclosed to join.

REGISTRATION, AIRFARE, ETC.

REGISTRATION FORM INSTRUCTIONS

Follow the instructions below to complete the enclosed Registration Form.

- **Mail** your completed Registration Form with your payment or purchase order to: National Conference Registration, AAHE, One Dupont Circle, Suite 600, Washington, DC 20036-1110; fax 202-293-0073. For more information, call 202-293-6440.
- If you pay by credit card and **fax** in your Registration Form, *do not* send a duplicate form by mail.
- Make checks **payable** to AAHE National Conference.
- AAHE is an **individual** member association; your institution cannot be a member. You must be an AAHE member to get the discounted member rate.
- If you are not already a member, use the Registration Form to join AAHE now, and register at the discounted **member rate.**
- Registrations postmarked after *March 13, 1992*, are subject to a $20 **late fee.**
- Full-time **faculty** rates are only for faculty teaching full course loads and exclude those faculty on administrative assignment. **Student** rates are for students engaged primarily in studies, not employment.
- Names of registrants whose forms are received after *March 23, 1992*, will not appear in the **Preregistrants List** distributed at the conference.
- The information marked on the Registration Form with an asterisk (*) will appear on your conference **badge**; please type or print neatly.

AIRFARE DISCOUNTS

Travel Services Group, the official AAHE travel representative, is offering 5% to 40% discounts off American Airlines round-trip coach fares to Chicago. Select the flight right for you and receive a 5% discount off any promotional fare. If you don't qualify for a promotional fare, you can still receive a 40% discount off the regular round-trip coach fare.

These discounts are being provided exclusively by Travel Services Group, 1500 King Street, Suite 200, Alexandria, VA 22314. Call them toll-free at 1-800-336-0227. To make a reservation with American Airlines directly, call toll-free at 1-800-433-1790, Monday through Friday, from 7 AM until midnight (Central Time).

The discounts are available only for travel to/from the 1992 AAHE National Conference on Higher Education and only by calling Travel Services Group or American Airlines. To receive the discount, you must use the AAHE ID number (Star # S35 Z2GV) when making your reservation.

WIN A TRIP!

Book your 1992 National Conference air travel through Travel Services Group or American Airlines, and your name will be entered automatically in a prize drawing for two free airline tickets, good anywhere American Airlines flies in the continental United States. (The free tickets are good for one year from the date of the drawing.)

Even if you are not flying to the conference, you can still enter the drawing by printing your name, address, and phone number on a postcard and mailing it to: 1992 Travel Drawing, AAHE, One Dupont Circle, Suite 600, Washington, DC 20036-1110. Cards must be postmarked by *March 13, 1992*.

The drawing will take place in the Exhibit Hall at the conference. Check the final Conference Program for day and time. *You must be present at the drawing to win.*

REGISTRATION HOURS

Saturday 12:00-6:00 PM
Sunday 7:30 AM-6:30 PM
Monday 7:00 AM-4:00 PM
Tuesday 7:30 AM-4:00 PM
Wednesday 8:00-10:30 AM

EXHIBITS

A highlight of AAHE's National Conference is the Exhibit Program. This year, associations, software producers, publishers, and other vendors will be offering conference attendees the chance to try new products, ask about services, compare programs, and get specialized information.

Exhibitors confirmed to date include these: ■ American College Testing Program ■ Association of American Publishers ■ Encyclopaedia Britannica, USA ■ Educational Testing Service ■ ERIC Clearinghouse on Higher Education ■ Florida Endowment Fund ■ Internal Revenue Service—Taxpayer Education ■ Jossey-Bass, Publishers ■ Magna Publications ■ Miami University ■ MetLife Insurance Company ■ Partnership for Service-Learning ■ Professional and Organizational Development (POD) Network in Higher Education ■ Taylor and Francis Group ■ TIAA-CREF ■ University of Missouri—Kansas City ■ Washington Center for Improving the Quality of Undergraduate Education

The Exhibit Hall hours are
Sunday 10:30 AM-2:00 PM, 5:00-6:00 PM
Monday 9:45 AM-4:00 PM
Tuesday 8:30 AM-1:30 PM

GROUP DISCOUNTS

Discounts are available to groups of six or more registrants who register together. For details and rates, the group's coordinator must contact Ann Ford at AAHE at 202-293-6440 to be assigned a Group Discount Code. **Note:** Group registration payments are *not* refundable.

AEROBICS

Bring your gear and enjoy early-morning aerobics in the hotel with AAHE's own Elizabeth Francis.

HOTEL

The site of the 1992 National Conference on Higher Education is the Chicago Hilton and Towers, in downtown Chicago. AAHE has negotiated special room rates for conference participants at the Hilton. The deadline for reservations at these special rates is *March 15, 1992*. Rooms are assigned on a first-come, first-served basis, so make your reservations early.

Follow the instructions below to complete the Hotel Reservation Form:

- To get the **special rates** shown, you must mail or fax your completed Hotel Reservation form to: Chicago Hilton and Towers, Attn: Reservations Department, 720 South Michigan Avenue, Chicago, IL 60605; fax 312-663-6528.
- List definite arrival and departure **times**. The hotel will hold your room only until **4 PM**, unless your reservation is confirmed by credit card.
- If you are **sharing** accommodations with others, submit only one form for your group. List the name(s) of your roommate(s) on the appropriate line of the form.
- The meeting rooms of the Chicago Hilton are accessible by **wheelchair**. Note any special housing needs.
- Do not send payment with your form. Once you are assigned a room, the hotel will send you a confirmation and notify you if a **deposit** is required.
- Please don't be a **no-show.** If you won't be using your reservation, cancel it so someone else can.
- **Do** *not* send the Hotel Form to AAHE.

WIN A ROOM!

All hotel reservations submitted to the Hilton on the official AAHE Hotel Reservation Form and received by the Hilton by *March 13, 1992*, will be automatically entered in a drawing for three nights free accommodations during the conference (maximum value $250). The drawing will take place in the Exhibit Hall at the conference. Check the final Conference Program for day and time. *You must be present at the drawing to win.*

HOTEL RESERVATION FORM

American Association for Higher Education ■ 1992 National Conference on Higher Education ■ April 5-8, 1992

Do Not Send Form to AAHE. Mail or Fax Form to:
Chicago Hilton and Towers, Attn: Reservations Dept., 720 South Michigan Avenue, Chicago, IL 60605; fax: (312) 663-6528

Arrival date _____ Time _____ Departure date _____ Time _____

Name _____ Daytime ph ( ) _____

Address _____ Daytime fax ( ) _____

_____

City _____ State _____ Zip _____

Will you be sharing your room?

Name(s) of Roommate(s) _____

Please identify any disability and note special housing needs:

_____

Room Type *(check one)*
- ☐ Single Bed (1 person)
- ☐ Double/Twin Beds (2 persons)
- ☐ Suite

Room Location *(check one)*
- ☐ Regular Hotel
- ☐ Towers

Room Rate *(circle one)*

	Regular Hotel			Tower
Studio Single (parlor w/ rollaway)	$75			n/a
Single	$ 92	$104	$116	$180
Double	$112	$124	$136	$205
Suite	$395 and up			$440 and up

If you will arrive after 4:00 pm, you must provide the credit card information below to confirm your reservation:

Credit card number _____ Card type _____

Cardholder name _____ Exp. date _____

Note: Deadline for reservations at the discounted rates is *March 15, 1992*. If the rate you request is unavailable, you will be confirmed at the next available rate. Rooms will be held only until 4 PM on the stated day of arrival unless a later time is confirmed by credit card. Rates are subject to combined state and city tax of 12.4%.

C O S T S

Q U A L I T Y

COMMITMENTS

APRIL 5-8, 1992

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AND TOWERS

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AMERICAN ASSOCIATION
FOR HIGHER EDUCATION

Assessing Learning at Harvard
an interview with richard j. light

Minority Scholarships:
The Controversy and the Fallout
by richard f. rosser

Yes, Virginia, There Is Life After Data Loss
by alleen pace nilsen

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FEBRUARY/1992 VOLUME 44/NUMBER 6

B U L L E T I N

In this issue:

It's déjà vu all over again! But seriously . . . that's how I feel about this *Bulletin*, which contains a second excellent interview with Dick Light, of the Harvard Assessment Seminars, talking about the Seminars' most recent report.

What is it about Dick and the Seminars that makes them such a good *Bulletin* interview? For one thing, the tone is right. The Seminars and its reports take the practical, immediately useful approach the *Bulletin* strives for. As Dick says in this issue, "The basic principle is, what information can we gather so that we can be more effective teachers and help students to be more effective students next week, next month, next year?"

The questions asked by the Seminars are devised by the faculty themselves: Why do some students improve their writing and others don't? Why do some science majors stick with it and others switch out? Which classes do students appreciate most and why? What do successful seniors think advisors should tell freshmen about choosing classes?

In the interview beginning on the next page, Dick offers up half a dozen of the second report's specific findings about the undergraduate experience at Harvard and concrete suggestions for improvement that could find a place on any campus.

There's also another reason: Dick is the only person I know who seems to speak naturally in perfectly composed, fully developed sentences. A couple of commas, maybe a few ellipses for effect, and my job is done. Thanks, Dick. Keep up the good work.

—BP

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ASSESSING LEARNING AT HARVARD

One institution's continuing search for what works well, what doesn't, and what to do about it.

an interview with Richard J. Light

by Ted Marchese

In the fall of 1986, Harvard president Derek Bok asked Richard J. Light to organize and direct the Harvard Assessment Seminars. The goal was to organize an ongoing activity that would systematically examine and improve teaching, learning, and student life. *AAHE Bulletin* first interviewed Prof. Light in May 1990, on the occasion of the Seminars first report. The response to that interview was very positive, with hundreds of readers requesting a copy of the report.

Now in its fifth year of work, the Assessment Seminars has just released its second report, containing a wealth of concrete suggestions for teaching and advising. There is special emphasis on improving students' writing, on retention of students in science classes, on teaching foreign languages and literatures, and on academic and personal advising of undergraduates. While the data come from Harvard students, many of the findings should be applicable to other institutions.

Richard Light has been professor of education and public policy at Harvard since 1975. The Assessment Seminars continues with the support of president Neil Rudenstine. —*Eds.*

THE IMPORTANCE OF WRITING

MARCHESE: Dick, your second report from the Harvard Assessment Seminars is just out, and it's chock full of interesting findings about undergraduate education at Harvard. I want to get right to them and ask you first what you learned about student writing.

LIGHT: Good. Of all the topics in this second report, I'm guessing writing will hold the most interest beyond Harvard's borders.

The director of the Harvard Expository Writing Program, Richard Marius, and his colleague Nancy Sommers, posed a wonderful question to the Seminars: Why is it that some students who don't write so well the day they arrive at college improve a lot, while others improve hardly at all?

To investigate that question, our project got some graduate students, led by Barbara Bushey, to scrutinize the work of forty-four freshmen and nineteen different instructors over the course of a semester. Week after week they asked the students, "What are you doing to improve your writing? How are you approaching this week's essay differently from last week's?" All the while, Barbara interviewed these students' teachers. She found a number of useful things.

Photo: Martha Stewart

MARCHESE: One of the beauties of the Seminars process is that it takes raw findings and works them into concrete proposals for faculty members and students. Give me a couple of the recommendations for teaching writing.

LIGHT: A first finding is this: Many times, faculty make suggestions to students on how to improve their essays, and students nod their heads as if they understand, but they really don't. And the faculty, meaning only well, assume that what they are saying is entirely clear. So they would say, for example: "You should clarify your ideas . . . improve the flow . . . tighten the organization . . . use less passive voice."

Now, Ted, you know and I know what those words mean. But some eighteen-year-old freshmen, even Harvard freshmen, don't know. So, recommendation one is: It's terribly important for instructors to be sure that when they're giving feedback to students, that students truly understand the words . . . words like *idea* and *flow* and *tighten* and *passive voice*.

MARCHESE: Correspondingly, students shouldn't just sit there and nod their heads, but instead ask, "What does that mean?"

LIGHT: Exactly. Another suggestion for faculty concerns revision. Almost any good writing instructor who gives a student feedback from a draft will say, "Now revise." The student then smiles, nods, says, "Thank you very much," and leaves the office . . .

MARCHESE: . . . and has no idea what to do.

LIGHT: The punchline is that if a teacher can give a student one or two — not six or ten — specific suggestions about how, that very evening, the student can get started on a revision, it is a great

contribution. Students themselves, we learned, sometimes aren't aware of why they seem to have a writing "block" — often it's because they don't know how to start revising.

MARCHESE: Dick, how important *is* writing to students?

LIGHT: Ah, glad you asked. We did a big survey, involving 365 Harvard undergraduates. That's a 6 percent sample. We got a 94 percent response rate. We asked them, "What is the most important skill you want to learn in your time at Harvard College?" Ted, writing was mentioned by the students three times more often than any other skill.

MARCHESE: These are juniors and seniors saying, "I want more writing, I want to improve." When I read that finding, Dick, what struck me is that we front-end so much of our writing instruction, *necessarily* perhaps, but shortchange the interest and motivation that exists among upper-division students to become not just passable but really good writers.

LIGHT: So true. We found that juniors and seniors *want* the help because it relates concretely to assignments they have. And they are willing to work hard to do well. If I were the czar of writing for University X, I'd divide my resources roughly 50/50, half to freshman year, to get students under way, and half to the junior and senior years, when the students are really eager to improve their writing and asking for help.

MARCHESE: Dick, several years back William Bennett chided Harvard for not doing assessment, for not knowing, for example, how much writing its students were asked to do.

LIGHT: We now have exactly that data, in detail. And the picture is encouraging. A huge percentage of students are doing more than 60 pages of formal writing per year. More than half of the students write more than 100 pages, final draft. That's ten 10-page papers. And remember that some courses, such as physics, don't ask for essays. But in the courses that are asking students to write, they're asking for a lot. A student typically might write three or four 10-page papers, multiple drafts, for a philosophy course.

MARCHESE: Students appreciate such demands.

LIGHT: When seniors are asked to comment on the courses they find the most useful and effective, it is overwhelmingly those courses that demand more writing. Students respect these courses more and feel they learn more in them.

MARCHESE: That's an important point. There's a good union here between pedagogical presumption and student reports.

LIGHT: Indeed. Let me ask you a question, Ted. I know it's your interview, but does this finding surprise you?

MARCHESE: Ah, . . . no. My pause, Dick, is more a function of contrast. I'm glad for the confirmation that Harvard students are expected to do a large amount of difficult work. I hear all the time, though, of students graduating from college who have *never* done a term paper or anything like one. Their courses are limited to texts and simple kinds of exams.

LIGHT: It is upsetting. One of the small assessment projects that any college or university could do, at very little cost, would be to pull a small sample of student records from the registrar's office, look at the courses seniors took over their four years, then go to the syllabi and see what was asked of them. Then ask the question, is it easy or hard — typical or possible, even — for a student to navigate his or her way through four years at the college and avoid a significant amount of writing? The answer to that question could be quite telling.

A WORD ON ADVISING

MARCHESE: Let's move on now to advising. When I was an academic advisor, we spent a lot of time with our freshmen students. We thought we did a good job, but sometimes I wondered . . . how did we know that? At Harvard, now, you've taken the step of going back and talking to students about the quality of the advice they received.

LIGHT: Overall, students at Harvard tell us that their advising on academic matters is quite good, but advising on personal growth and development is nowhere near as good.

MARCHESE: It's the more specific findings that intrigued me.

LIGHT: Seniors who are happiest almost uniformly used a certain strategy for choosing classes as freshmen and sophomores. The strategy was to take at least a few small classes each year, or ideally each semester, in an area they liked a lot and in which they could handle advanced work. Language, writing, history, science; it can be anything. The whole point is, the student gets to know the professor, the professor gets to know the student, the student gets to know other students . . .

MARCHESE: . . . they get much more involved . . .

LIGHT: . . . and become a part of the academic community. My advice, then, if I were czar of advising, would be to tell each new student one thing: Avoid drifting anonymously into and out of eight or ten large classes in your freshman year, sitting in the fourteenth row, not interacting, then going alone to your room, closing the door, studying alone, and then getting up the next morning and doing the same thing. Any freshman who does that is missing the best part of the whole enterprise.

MARCHESE: Good advice.

LIGHT: The second thing is that over and over we found that the students who are happiest and most engaged as seniors do something I described in our first report: They join — indeed, often they create — small study groups. Four or five or six students who meet once a week, let's say, outside of class for an hour or two to talk about the history reading or the biology problems or whatever.

MARCHESE: After they've done their homework first.

LIGHT: Thank you for saying that. That's crucial. The worst that could happen is to come to the biology discussion before doing the readings and problems. That would be a waste of time.

MARCHESE: Back to advice for advisors.

LIGHT: The next idea came from Keith Light (no relation), who has been a senior advisor to

freshmen for five years. He has observed that the freshmen who manage their time thoughtfully are getting far more out of Harvard than those who don't. To middle-aged people like you and me . . .

MARCHESE: . . . who live by TTD lists . . .

LIGHT: . . . that might not be a surprise, but for eighteen-year-olds, we find that not many of them have thought about it.

What Keith Light did was to invite some 170 freshmen to pretend they were lawyers and keep a log of exactly how they spent their time, half hour by half hour, for a week. Then he and others met with them and debriefed the logs, asking questions like, "How do you feel about the way you spent your time? Are you satisfied? What would you change? How exactly will you implement a change?" For the students, these sessions proved a revelation, and a great help.

MARCHESE: Advisors might also know that students who get involved in extracurricular activities get more engaged with college, and it far from hurts their GPAs.

LIGHT: What you say is true. Extracurriculars do get a student more engaged. But there's a key point here. In advising students, I would say: Don't get into just any activity or job; do it *on campus*. To join a singing group in a church five miles away is very nice, but it won't have the same payoff.

MARCHESE: Or a job flipping hamburgers in town instead of a work-study job *on campus*.

LIGHT: Right. Here's a case where a good advisor can be very helpful in encouraging students to plan and choose wisely.

CHANGING THE SCIENCE ENVIRONMENT

MARCHESE: Your new report has lots of findings about teaching and learning in the sciences. How did questions about undergraduate science reach the Seminars?

LIGHT: In an interesting way, actually. They came from science faculty concerned about why they were losing students to other fields. At Harvard, the overall dropout rate is very low, but there's a *lot* of changing of majors.

MARCHESE: Very typical.

LIGHT: So some freshmen who arrive saying, "I want to do chemistry," end up in sociology or English or history. And that's fine, in my view. It's great to develop new passions in college. But you can't blame the physics or biology professor for saying, "I want to keep my students; I don't want to lose them all to English!"

> "Seniors who are happiest almost uniformly used a certain strategy for choosing classes as freshmen and sophomores. The strategy was to take at least a few small classes each year, or ideally each semester, in an area they liked a lot and in which they could handle advanced work."

So those science professors began to think hard about how to understand specifically, as opposed to vaguely, why students switch out of the sciences. One of the questions they decided to ask was simply, "How do you study?" In response to that question, they learned there is a very high correlation between how students study outside of class and whether or not they stay in the sciences. The punchline is: Those students who meet in small study groups outside of class tend to stay in the sciences; those who study alone tend to switch away.

If you overlay on this that men in general are more likely to study in groups, for whatever reason, whereas women tend to study alone, that goes a long way toward explaining why men tend to stay in science more than women.

MARCHESE: Dick, did anything come of that finding about study groups, which I believe popped up a year or two ago?

LIGHT: I'm happy to report that many science professors now literally create the study groups for students and encourage them to study together outside of class. We'll see in the next year or two, with new studies, what difference that has made.

LOVE OF LANGUAGE STUDIES

MARCHESE: Your inquiries also came up with a delightful finding about language studies, one I'm grateful for.

LIGHT: To me, Ted, this was the biggest surprise. We asked about science, about writing, and then our interviewers came to foreign languages. I was quite sure students would say, "Oh, foreign languages. I took my required semesters of French or Spanish or German because I had to — to get them out of the way." In fact, I was completely wrong.

What the students report overwhelmingly is that they appreciate the foreign language and literature courses especially well. Remarkably, they are the top-rated courses in the whole college. My first reaction was that it's because language is a specific skill, and students value specific skills. And when I asked them, they said it's partly that. But the important point to students is that learning a language goes on in a classroom environment they think is close to ideal.

MARCHESE: Stop — what makes it so?

LIGHT: Small classes; a lot of student interaction with the teacher and with one another; frequent short assignments, which is a very big point . . .

MARCHESE: Meaning feedback.

LIGHT: . . . constant feedback . . .

MARCHESE: Practice.

LIGHT: . . . exactly. Practice. And to use Patricia Cross's wonderful expression, every student has the opportunity to make a lot of "mid-course corrections," so that you can get a *C* on your first paper or quiz and still get an *A-* at the end of the year. Students can change, can improve, the way they learn. You can't do that in a government or a history course where all a student has is one

final paper. Get a C on that paper and it's over. There's not much motivation to keep working at it and improving because you don't get any feedback until the end.

MARCHESE: There's a happy coincidence here between the report of your seniors and that from alums several years out of Harvard.

LIGHT: That's right. We did a survey of about 1,400 alums, 94 percent of whom said they particularly appreciated their courses in foreign language and literature, and they encouraged Harvard faculty members to keep stressing them. Again, I would not have guessed that. That's the value of collecting all this data; even someone who thinks he knows what he's doing can be wrong.

A UNIFYING THEME

MARCHESE: Dick, if we look at the quite specific things you've learned about students and their writing, about academic advisement, the sciences, foreign languages, even going back to the first report and its learnings about student/faculty interaction and the characteristics of admired courses . . . are you able to tie any of this together?

LIGHT: There is, I think, one big theme. It ties all these findings together. Almost every student who said they were extremely satisfied with their experience at Harvard said they have one or two or more relationships that are intense, with either a professor or even with other students. But the key is this: Those relationships are built around getting some kind of academic task done. It could be a study group in the sciences. It could be a research assistantship with a professor. It could be a small class in advanced literature. It could be with a good lab instructor in the science class.

MARCHESE: How might this finding apply in bigger institutions that don't have the resources to have every student work with an individual professor?

LIGHT: What I'd suggest for those institutions is to work extra hard to encourage students to meet on their own, outside of class, in small study groups built around academic work. That's a good, solid alternative to the research assistantship that the richer schools can provide. It's low cost and incredibly effective. It increases both students' learning and also their satisfaction.

MARCHESE: Wonderful finding.

> "The basic principle is, what information can we gather so that we can be more effective teachers and help students to be more effective students next week, next month, next year? How can we all do our jobs better?"

ASSESSMENT'S VALUE

MARCHESE: We've been talking, Dick, for half an hour about some of Harvard's efforts at assessment. You've been doing assessment for five years now, yet you've been involved in research for thirty years. What have the past five years taught you? What changed your mind or surprised you?

LIGHT: Ted, I'm struck by how many faculty are really eager, first, to learn how students learn well and, second, to implement changes in their teaching. I sense that the world in general views faculty members at most American colleges as just teaching the same thing, over and over. In fact, most of my colleagues are eager to improve their teaching and eager to get concrete and specific suggestions for how to do it.

That observation leads to a second point. It is for faculty members to shape — if not carry out — these inquiries themselves. Faculty ownership dramatically increases the probability that any findings will actually be implemented. When a president or dean simply says, "We must do this," it becomes much less attractive for a faculty member to participate.

MARCHESE: There are a lot of different ways of getting information from students. There are questionnaires, there are tests, focus groups, portfolios, and so on. You seem to have settled for a very high reliance on the one-on-one interview.

LIGHT: Yes. Here I am, just one fellow. I am a full-time professor. Next semester I'm teaching three classes, and my research is on top of that teaching. So, realistically, how many students can I interview? Not that many if it's one-on-one. I often ask myself, is this the best method? I've decided the answer is yes.

Why? First, I get a very high response rate. With a mail questionnaire, students might provide a 20 or 40 percent response rate, and that's just not good enough. With one-on-one interviews, I just keep trying until I get the student and then meet with him or her individually . . . for three hours, if I have to. Second, I've found, to my delight, that students will say things in one-on-one interviews that they will not say in groups or put in writing. You get richer, more honest information.

MARCHESE: My experience in interviewing students is that it can be a wonderful experience for them. It can also change the way *faculty* perceive students; interviews can be an excellent, if you will, faculty-development experience.

LIGHT: You know, I never thought of that. It gets faculty members thinking in a way maybe they hadn't in some years. That's a good point.

MARCHESE: To what extent are the instruments and protocols you developed in the Harvard Assessment Seminars available for use by others?

LIGHT: The short answer is that I'm delighted to share them with anyone who wants them; there's nothing proprietary about them. But I wouldn't want people slavishly to adopt them.

MARCHESE: They'd shortchange their own processes of figuring out what their own questions are.

LIGHT: Exactly. Wouldn't it be a shame if by relying on our materials, the opportunity was lost for a group of faculty to ask themselves what is important to them?

MARCHESE: What I think people should do, though, is read your report and take some of its pieces for replication on their own campus. One way to look at the Harvard report, in TQM terms, is that it provides a set of public benchmarks against which others can chart their performance. "How much do our students write? How much time do they devote to their studies?"

LIGHT: Let me ask you to guess, Ted, and see how close you can come. This is straight from Keith Light's thesis: How many hours per week, on average, do Harvard undergraduates spend on things academic?

MARCHESE: Let's see. My guess would be . . . thirty.

LIGHT: Forty-one and a half.

MARCHESE: That high? Just in out-of-class study?

LIGHT: My figure *includes* class time. . . . Actually you hit it on the button, Ted, because subtracting an average of twelve hours a week in classes leaves about thirty hours a week outside of class.

MARCHESE: Want to know the figure for out-of-class study time at a regional public college in your state? Six hours of study a week. At a mid-Atlantic state university, it averaged ten to twelve.

LIGHT: At Harvard it's five hours a day, six days a week, outside of classes, which I consider a lot. I didn't go to Harvard, and it's more than I did at college.

MARCHESE: That is impressive. If people want a benchmark, there's one to aim for.

Finally, Dick, an issue for all assessment programs is, what topics do we address? At Harvard you want information that you, as teachers, can use Monday.

LIGHT: Right. The basic principle is, what information can we gather so that we can be more effective teachers and help students to be more effective students next week, next month, next year? How can we all do our jobs better?

MARCHESE: That's the point. And you keep coming up with astonishingly useful information. This second report has even more practical, concrete suggestions for faculty and students than the first, and that's no accident.

LIGHT: They're useful findings, and I'm sure the reason is because faculty shape the questions. We're the ones who will ultimately put any findings into practice. So there is a very practical focus to our inquiries. The only projects that go ahead are projects that can lead to improvement in the classroom, to policy change.

One of the things that I've been very fortunate in — and here, let me throw a bouquet to my leadership — is that both Derek Bok and now my new president, Neil Rudenstine, not only have been very supportive, but they have repeatedly stressed the value of doing policy-oriented studies. We are not doing research for its own sake.

MARCHESE: Dick, in that vein, a lot of your findings — use of time, study groups, the importance of writing — I could have read about in some educational research journal from 1946. What's the big deal?

LIGHT: There might be a lot of accumulated knowledge sitting in journals and books in libraries. And as a professor, I'm the last guy to say it's irrelevant. Nonetheless, if I expect any college to implement concrete changes, the most effective way, I think, is to gather information *now* from *our* students and faculty. To learn from a journal article that fifty years ago at a different university students valued writing is interesting. But it is unlikely to change behavior at Harvard next month.

MAKING PRACTICAL CHANGES

MARCHESE: What changes in undergraduate practice have come from the Seminars?

LIGHT: Well, there are now study groups outside of the classroom in the sciences, a finding from our first report. Dozens of science courses at Harvard are now using them. Another is the one-minute paper, which Patricia Cross suggested and we wrote up in the first report. This simple, low-tech idea has been widely adopted. More than two hundred courses here now use it.

Maybe one of the biggest changes comes from our analysis of especially admired and especially effective courses. Many faculty members in different areas, especially the social sciences and humanities, have changed the way their courses are organized. Instead of assigning a single big research paper due at the end of the term, they now give three or four short papers before a longer one at the end. This gives students a chance to learn, to make adjustments, to get feedback, and to make corrections. That's a big change, and the students benefit.

MARCHESE: Dick, I know you have further accomplishments to share, but let me conclude with a remark. It's a disappointment to me that within the assessment movement — where we've had thousands of people and hundreds of colleges doing versions of assessment — that too little concrete, practical, fresh knowledge related to teaching has come of it. People have thrashed around about outcomes, done precious little studies, but unless assessment has strong practical dimensions to it, it won't be the driving engine for undergraduate improvement that we hoped for.

LIGHT: I agree with you strongly, Ted. I don't want to say this so it comes out immodestly, but I'm proud that even a few of the results from these Assessment Seminars Reports are useful to colleagues. If, at the margin, faculty can teach 5 percent more effectively next year, I will consider all this work a grand success.

MARCHESE: Dick, thank you! ■

Note

Richard J. Light is a professor in the Graduate School of Education and the Kennedy School of Government at Harvard University, Larsen Hall, Appian Way, Cambridge, MA 02138. AAHE members can receive a free copy of the Harvard Assessment Seminars Second Report, "Explorations With Students and Faculty About Teaching, Learning, and Student Life," by writing to Prof. Light at that address.

YES, VIRGINIA, THERE IS LIFE AFTER DATA LOSS

by Alleen Pace Nilsen

When the author's briefcase
containing 300 completed questionnaires was stolen,
she looked to her friends for sympathy.
Instead what she got was, "You think that's bad, listen to this! . . ."

Remember when we were kids and we would lose our homework:

"The dog ate it."

"It blew away at the bus stop."

"My sister must have taken it with hers!"

But now that we're grown up and competing in the great publish-or-perish game, it's not our homework we lose; it's our data.

Photocopy machines and backup disks have lulled us into a false sense of security. No longer are we like that conscientious Ph.D. student we remember from graduate school who worked only with the second carbon of his dissertation because he kept the original locked in his desk drawer at school and the first carbon at home in the refrigerator on the assumption that was the safest place from fire and bugs.

Today, getting a briefcase or a backpack stolen is the academic counterpart to the ubiquitous inner city mugging, and if you haven't experienced at least one major loss on your computer then you're hardly qualified to participate in cocktail party conversations. But losing one's data isn't limited to such ordinary events as theft and computer mishap, as shown by these true stories collected from colleagues at Arizona State University.

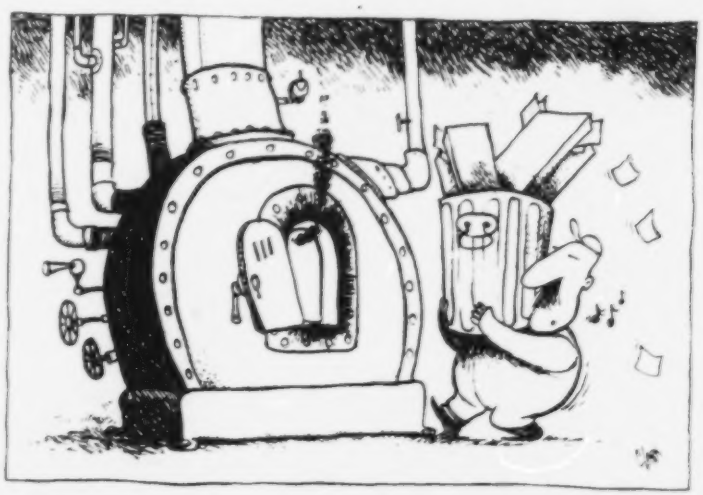
Less-Than-Divine Light

A graduate student (now a genetics professor) was working on a six-month-long experiment that required raising 300 mice, killing them, removing their mammary glands, and preparing autoradiographs of the tissue — this last step requiring total darkness. Finally she reached the last stage and was in the darkroom preparing to develop her 300 slides, when she noticed a glow descending from above. It wasn't a sudden light, like someone flipping a switch or opening a locked door. Instead it started slowly and spread like an upside down mushroom cloud. She looked up in amazement to see two workers lifting out the ceiling air conditioning unit. As light streamed down, exposing the undeveloped slides, one of the workers cheerfully called down, "Don't worry. We'll have this fixed in no time!"

Life after data loss: The student went back to the lab and started cleaning out cages in preparation for raising 300 new mice.

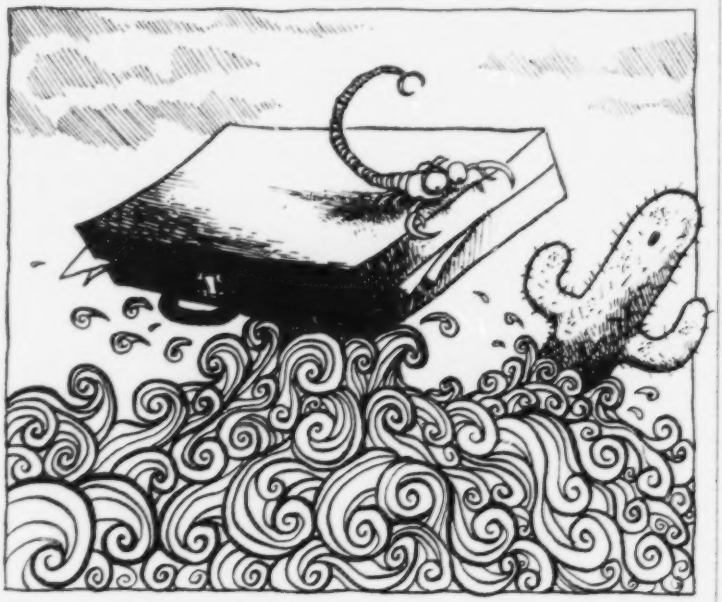
One Man's Junk . . .

An English professor, an authority on censorship in schools and public libraries, had collected a decade's worth of newspaper and magazine clippings about such incidents. He kept his treasury of clippings in two cardboard boxes tucked between his desk and the wall. One day, while the building was being wired for computers, he arrived to find electricians working in his office. The outlet where they were stringing wires was behind his desk, and to get access they had set his boxes of clippings out in the middle of the room. He thought little about the matter, taught his classes, and went home, not returning for several days because his wife was having surgery. When he did return to his office, however, he was horrified to see that his boxes of clippings were missing! Apparently the electricians had left them in the middle of the room and, assuming they were trash, the custodians had thrown them out.



Cartoons by Darrel Tank

Life after data loss: The professor spent the next two days trying to track down the custodians and where the boxes had been dumped. When this proved unsuccessful, he spent two more days sunk in depression, and then the next two weeks contacting graduate students who over the years had written papers and dissertations on censorship and had made copies of many of the clippings. They kindly made copies of their copies, which they then sent him — "As ye sow, so shall ye reap." The random offerings didn't make his loss whole, but at least now he has the beginnings of a new collection.



Bridge Over Tumbling Waters

A doctoral student commuted to ASU from Casa Grande, ordinarily a reasonable trip on Interstate 10 of some thirty miles across flat desert. But a couple of years ago in March the area suffered one of those floods that come only once every hundred years. A heavy spring rain had melted snow in the mountains, and upstate reservoirs were so full that authorities released huge quantities of water, filling desert riverbeds that were usually nothing but sandy gullies. Interstate 10 crosses the Gila River, and that day, just as the graduate student got to the crossing — which he hadn't recognized as such because the riverbed under the road was so flat and broad — water came surging over the Interstate! People got out of their cars to gaze in amazement at this flood of rushing water a quarter of a mile wide. Of course the student left his car to join the crowd standing on the bank, from habit grabbing his briefcase, which contained all the notes for his dissertation prospectus. But he didn't stand long, because just then the earth under his feet began to move, and he and the others barely managed to scramble backwards as a giant piece of the highway slid off its sandy foundation and into the roaring river. He was so relieved to have escaped that he didn't think about his briefcase until he saw it floating and bouncing — now he saw it, now he didn't — among the foam and bits of vegetation all heading with due speed for Mexico and the Pacific Ocean.

Life after data loss: The student dropped out of school until the highway and bridge were rebuilt, because without them his commute to Tempe was more than 100 miles. In the time he saved by not going to classes for a semester, he managed to reconstruct most of his original thoughts and to rewrite his prospectus.

A Close Call

When a professor of zoology was chosen as the new dean of the graduate college, his one requirement for accepting the job was that he be able to continue his research. The college agreed and hired an assistant to take care of his fruit flies. All went well the first few months, but one day in early spring the assistant opened the door to the lab only to find the main container open and the air thick with flies. The assistant burst out sobbing and ran from the building, apparently heading to the dean's office to confess the disaster. Fortunately, the life sciences building is across campus from the graduate college, and that gave an old friend of the dean who had witnessed the outburst time to call the graduate college secretary and instruct her to intercept the mission of confession. Knowing the dean well, the friend anticipated that for the shy and dignified dean, the only thing worse than losing his fruit flies would be to receive the news from a distraught and sobbing graduate assistant.

Life after data loss: The next day the dean was told of the calamity in calm and measured tones, giving him the opportunity to coolly reply that it was no great loss, since at the moment he was too busy to write up the results anyway. He never knew how close he came to the other misfortune.

What these stories show is that we can all take hope. Yes, Virginia, there is life after data loss. Losing one's data is part of the research game, just as "Go Directly to Jail, Do Not Pass Go, Do Not Collect $200" is part of Monopoly. Besides, once we've offered up such a sacrifice, it stands to reason that the Great God of Research will bless our efforts. And there's a bonus: Tragedy plus time equals comedy. ■

Note

Alleen Pace Nilsen is a professor of English and assistant vice president for academic affairs at Arizona State University, Tempe, AZ 85287-2803.

MINORITY SCHOLARSHIPS

THE CONTROVERSY AND THE FALLOUT

by Richard F. Rosser

It's the job of the National Association of Independent Colleges and Universities to speak in Washington on behalf of its private college and university constituents. Right now NAICU sees trouble in store for minority scholarship programs.

One of the biggest problems facing higher education has been the difficulty of increasing the enrollment of minority students. Independent colleges and universities have had a particularly hard time because of their higher tuition and their perceived elitism. In response, over the past several years hundreds of colleges and universities — public but especially private — have introduced special scholarships for minority students, with significant success.

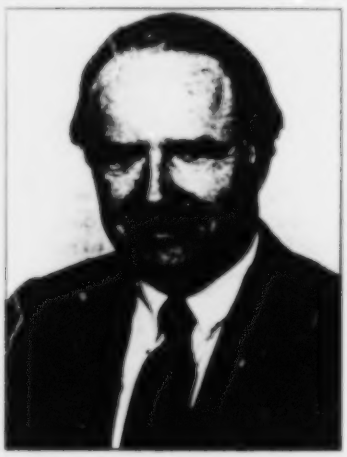


Photo by Ankers, Anderson & Wells

Richard F. Rosser is president of the National Association of Independent Colleges and Universities, 122 C Street NW, Suite 750, Washington, DC 20001-2190. NAICU represents some 830 private colleges and universities with the legislative, executive, and regulatory branches of the federal government.

On December 4, 1990, much to everyone's surprise, the legality of those scholarships was questioned by an assistant secretary of education, Michael Williams, in a controversial letter to the Fiesta Bowl. The occasion was the Fiesta Bowl's intent to award $100,000 in Martin Luther King Scholarships to the University of Louisville and the University of Alabama. Williams objected to the race-exclusive nature of the King scholarships, which were intended for minority students attending the two universities. If the universities received and administered the funds, Williams advised, they would be in violation of Title VI of the Civil Rights Act of 1964 (which bars discrimination based on race, color, or national origin) and would risk losing all of their federal aid.

Uproar in Washington

A firestorm of protest ensued. With others, the higher education and civil rights communities voiced strong opposition, which resulted in a reconsideration of the administration's policy. What emerged from Williams's office on December 18, 1990, was a policy statement that would permit institutions to award minority scholarships funded by private foundations and other outside sources, but that would prohibit colleges and universities from awarding aid derived from institutional sources. The December 18th statement was again condemned by many parties, notably

in hearings before the House Committee on Education and Labor and the Government Operations Subcommittee on Human Resources and Intergovernmental Relations.

Upon his confirmation as secretary of education in March 1991, Lamar Alexander immediately suspended the policy and initiated a review, reportedly working with the Justice Department, the Office of Management and Budget, and the White House.

Months later, on December 4, 1991, the Department of Education released its proposed new guidelines on minority scholarships. Unfortunately, what Secretary Alexander now proposes does not differ significantly from Michael Williams's statement of December 18, 1990.

The public has been given ninety days in which to file comments (by March 9, 1992), and NAICU is preparing to respond, in cooperation with the American Council on Education. But the secretary's statement and notice of proposed policy guidance are the result of an eight-month review. Because the policy has been worked through in such detail, is it likely there will be major changes in the final document?

A Confusing Revision

The proposed new policy leaves many questions unanswered and has created confusion in the minds of many, including the reporters who attended Secretary Alexander's press conference, even though the department's public relations efforts in handling this touchy issue were light years ahead of last year's. Before releasing the proposal to the news media, Alexander took great pains to brief members of the higher education community, civil rights groups, and Congress. It is clear that the secretary and his staff have thought a great deal about the issue and are trying to cast the policy in the most positive light.

Here, then, is where we stand:

Minority scholarships (i.e., race-specific scholarships) funded with institutional resources would be illegal. The scholarships would be illegal as long as race is a requirement for eligibility, regardless of how many other criteria are included. Most of the race-specific scholarships awarded by independent colleges and universities now include race, as well as other factors, and would be deemed to violate Title VI.

The scholarships would be illegal as long as race is a requirement for eligibility, regardless of how many other criteria are included. Most of the race-specific scholarships awarded by independent colleges and universities now include race, as well as other factors, and would be deemed to violate Title VI.

Race could be only one of several factors used in awarding aid based on "diversity" (i.e., "aid designed to create the kind of campus educational environment that results from having a student population with a variety of experiences, opinions, backgrounds, and cultures"). One exception to the rule would be race-specific aid awarded to remedy past discrimination as determined by a court or by an administrative agency such as the Office for Civil Rights of the Department of Education.

Excepted from the rule prohibiting race-specific scholarships would be congressionally funded programs such as the Patricia Roberts Harris Fellowship program and the National Science Foundation's Research Careers for Minority Scholars Program. In the opinion of the Department of Education, these programs seem to "conflict" with Title VI; however, since Congress enacted Title VI, the department acknowledges that Congress may make exceptions to it. These exceptions cover twelve different programs in all, and involve more than $100 million a year in scholarship aid.

Colleges and universities could award race-specific scholarships established by a state or local government if that government sets forth a "strong basis in evidence identifying discrimination at colleges and universities within its jurisdiction for which such remedial action is appropriate." Thus, if the state of Iowa, for example, wanted to establish a scholarship program for Hispanic students and an Iowa college or university wanted to award funds appropriated for the program, the state would first have to justify the award by showing that the college in question had in the past discriminated on the basis of race, color, or national origin, and that the funds were necessary to remedy the effects of that discrimination. It appears that any other reason for creating scholarships for minorities — such as to promote diversity within the state's higher education institutions or to recruit members of underrepresented groups into the teaching profession — would *not* be permissible.

An outside donor could make a contribution or gift, or create an endowment, for the exclusive use of minority students "where that aid does not limit the amount, type, or terms of financial aid available to any student." In explaining why privately funded scholarship programs are treated differently from scholarships derived from institutional sources, Alexander said that the private scholarships permit an institution to use its financial aid resources for other purposes, so no person is adversely affected by the infusion of the additional funds.

No one with whom we have

consulted on Capitol Hill, in higher education, or in the civil rights community understands this distinction between privately funded and institutionally funded scholarships as a matter of law or policy. There is no proof that anyone has been adversely affected by race-specific scholarships funded from institutional sources.

The Department of Education would not question any previous endowment given for scholarships based on race or gender. The department has explicitly told us that because there have been no complaints regarding gender-based scholarships, it would not address the gender question where institutional funds are used.

Yet there has hardly been a great outcry regarding minority scholarships — fewer than twelve complaints have been filed regarding race-specific scholarships since 1980. To give the matter some perspective, between 1981 and May of 1988, nearly 9,800 complaint investigations were initiated by the Office for Civil Rights, dealing primarily with disability and gender discrimination in other contexts. Using the secretary's own rationale, the paucity of complaints about race-specific scholarships would hardly justify using the department's scarce resources to establish a policy regarding such scholarships.

Since courts have relied on Title VI to interpret Title IX of the Education Amendments of 1972 as well as Section 504 of the Rehabilitation Act of 1973 and the Age Discrimination Act of 1975, what sense does it make for the department to avoid addressing the impact of its policy on scholarships that are gender, disability, or age specific? Failing to assess the full impact of the department's policy on scholarships or other assistance is ill-advised and invites criticism that this effort is motivated by politics instead of valid policy considerations.

The department would allow a four-year transition period for colleges and universities to "adjust" their financial aid programs to comply with the guidelines. Technical assistance would be available from the department's Office for Civil Rights.

What's at Stake?

Many questions need to be answered about the new policy and its potential effects on college and university financial aid programs. For example, suppose a college revised its scholarship program for minority students (funded with institutional resources) and renamed it a "diversity" scholarship, using race as one of a number of factors and permitting all qualified students to compete for it. If the institution awarded 80 percent of its funds to minorities, would it run afoul of Title VI? Assistant Secretary Williams says no. What if 99 percent of the recipients were black or Hispanic? Couldn't a nonminority student who did not receive a scholarship complain that this was a *de facto* race-exclusive scholarship?

If outside money is to be the only allowable source for minority scholarships, then institutions — independent and state supported — could find themselves in a new race for such money. Institutions that are the better fund raisers will eventually have the edge in recruiting minorities. But even this is not assured. Amid all the controversy, will donors clearly understand that their restricted contributions are legal?

Particularly troubling are the new games that institutions could have to play to assure minorities of financial aid without appearing to promise it. For it has been the *assurance* of special financial aid that has apparently made the difference in the ability of many institutions to increase their minority enrollments. Almost as important as the aid itself has been the symbolism of such aid — that institutions genuinely want minority students and are not just making ritualistic gestures of "affirmative action."

> Policy makers apparently believe that minority scholarships have no real impact and that minority enrollment will not be harmed by the new policy. I doubt this is the case. But it would help if we could have as much anecdotal evidence as possible about where and how minority scholarships have made a difference.

Policy makers in the Department of Education and elsewhere in the Bush administration, as well as some members of the news media, apparently believe that minority scholarships have no real impact and that minority enrollment will not be harmed by the new policy. I doubt this is the case. But it would help if we could have as much anecdotal evidence as possible about where and how minority scholarships have made a difference. Please write to me at NAICU as soon as you can if you have such evidence.

Meanwhile, NAICU is involved in efforts to reduce the ambiguities in the proposed policy guidance, while trying to maintain maximum flexibility in the use of financial aid to recruit and support minority students. In addition, NAICU will continue to monitor activities in Congress. To date, Senator Paul Simon (D-Ill.) and Representative Craig Washington (D-Tex.) have introduced legislation to clarify that Title VI permits minority scholarships.

Until the proposed new policy becomes a final rule sometime next year, colleges and universities should do nothing to alter or dismantle their programs. There is much that can happen in the interim, and NAICU will try to achieve the most favorable result possible. ■

Around the office and in AAHE's special projects.

AAHE Is Moving!

This spring, the American Association for Higher Education will pack its gear and move three floors down, from Suite 600 to Suite 360, in One Dupont Circle (the Center for Higher Education). The association's phone and fax numbers will not change.

The move will give the Association sufficient office space to accommodate the Office of School/College Collaboration and the Teaching Initiative, which have been housed for the past two years in rented space across the street at Eleven Dupont Circle.

Because a firm moving date has not yet been set, visitors should still come to Suite 600 for the time being. However, *effective March 1, 1992*, AAHE's new mailing address will be:

American Association for
Higher Education
One Dupont Circle, Suite 360
Washington, DC 20036
ph. (202) 293-6440
fax (202) 293-0073

A FIPSE Reunion!

On the occasion of the twentieth anniversary of the Fund for the Improvement of Postsecondary Education (FIPSE), AAHE is helping to organize a reunion for past and present grantees, staff, and loyal supporters of FIPSE. The event, consisting of an open afternoon symposium and a reception/dinner, will be held in Chicago, on Saturday, April 4, at the start of AAHE's 1992 National Conference on Higher Education.

By mistake, some copies of the January *AAHE Bulletin* (the preliminary conference program) sent last month to members and 25,000+ others said the reunion reception/dinner was open only to FIPSE directors. That is *incorrect*. All those with close ties to FIPSE are welcome to attend that reception/dinner. (The cost is $50; advance registration is required.)

Now the search is on to locate everyone who has been affiliated with FIPSE since 1972. In January, invitation cards to the reunion were sent to all past and present project directors for whom we had addresses. If you are interested in attending the reunion — or you know someone else who might be — contact Kristi Reck, at AAHE.

Also, many of the people AAHE has already contacted are interested in developing celebratory projects and events to continue throughout 1992. If you have ideas to contribute, contact Jeanne L. Narum, The Independent Colleges Office, 1730 Rhode Island Ave. NW, Suite 1205, Washington, DC 20036; fax (202) 331-1283. (Mail or fax only, please.)

CAPP a Sponsor for 1992 School/College Conference

AAHE is pleased to report that the California Academic Partnership Program (CAPP) will be the local cosponsor and a cooperating organization for this summer's National Conference on School/College Collaboration, June 28-July 1, 1992, in San Diego. CAPP will help to organize a portion of the conference program as well as many local activities and opportunities for conference participants.

CAPP is a statewide collaborative program involving the public schools and the public and private colleges and universities in California. Its director, Frank W. Young, is leading CAPP's efforts on behalf of the conference. He can be reached at (310) 985-2608.

For more information about the conference, contact Nevin Brown, director, National Conference on School/College Collaboration, at AAHE.

Staff Changes

The start of a new year is a time to pause and reflect on the year just past. In the AAHE office in Washington, 1991 saw a number of staff arrivals, departures, and rearrangements.

In May, **Jessica Holmes** came back to AAHE (she was fiscal affairs coordinator during 1984-1988) to take the position of director of administration. **Ann Ford,** who had held that title, became director of conference administration. Among other responsibilities, Jessica will be chasing the details of AAHE's impending move (see above); Ann will continue to manage logistics for AAHE's conferences.

Patricia Waldron replaced **Kathleen Moody** as membership coordinator, in charge of maintaining AAHE's membership database. Kathleen left in September to return to Rocky Mount, N.C., her hometown.

Nancy Whitcomb became AAHE's new financial manager, replacing **Laurie Coran,** who left in December to accept a job as controller for the Institute for International Economics.

Also in December, AAHE receptionist **Erin Anderson,** a graduate of Dickinson College working on her teaching certificate, moved to the AAHE Teaching Initiative, as project assistant. **Kristi Reck,** a temporary conference assistant last fall, was hired as a special projects manager for the upcoming National Conference. **Kristy Bonanno,** a graduate of Clark University who spent last spring as a student intern, was hired as project assistant on the

(continued on page 14)

Amplification, corrections.

ACT Cries Foul

I read with great interest Russ Edgerton's article ["National Standards Are Coming!" December 1991]. While generally an excellent roundup, it contained misinformation with respect to the ACT Assessment.

In lumping together the SAT and the ACT, he stated: ". . . but since such tests are not tied to school curricula, students have no way of preparing for them — save the cram courses that teach shortcuts rather than content. As a result, for most college-bound and noncollege-bound students both, there's little connection between high effort and later results" (p. 11).

The ACT is a curriculum-based achievement test. Test specifications for the ACT are developed specifically to mirror the objectives and curriculum materials for grades seven through twelve.

Because of the ACT Assessment's relationship to the high school curriculum, ACT firmly believes that the best test preparation is a rigorous high school program of breadth and depth. ACT has accumulated substantial amounts of data that verify this assertion. During 1990-91, for example, students enrolled in a core curriculum (defined by ACT as four units of English and three units each of mathematics, social studies, and science) scored 22.1. Students who took less than the core curriculum scored 19.1, indicating that taking a rigorous program pays dividends. ACT research shows that the association between preparation and performance holds true across ethnic groups and family income levels.

While Dr. Edgerton is not alone in lumping together the SAT and the ACT, there has always been a distinct difference in the two testing programs. ACT was started more than thirty years ago because many colleges and universities wanted a curriculum-based achievement examination instead of an aptitude test for use in making college entrance and placement decisions.

Jerry W. Miller
Director,
ACT Washington Office

More on Teaching & Learning Centers

I want to add another excellent program to those mentioned in my October 1991 *Bulletin* article, "About Teaching & Learning Centers."

Ball State University's Center for Teaching and Learning sponsors a number of notable activities. These include making faculty technologically equipped through the video information system and Indiana Higher Education Telecommunications System, outreach by its teaching and learning center, its Teaching Improvement Process and Teaching the Technology of Teaching program, as well as individual faculty-development programs such as computerized cartography. For more, contact Mark Charles Fissel, Director, Center for Teaching and Learning, Ball State University, Muncie, IN 47306-0205; ph. (317) 285-1763.

Also, the correct address for Ohio State University's Center for Teaching Excellence (listed in the "Directory of Referenced Centers" on p. 14) is 1 Lord Hall, 124 West 17th Avenue, Columbus, OH 43210-1316.

Kathleen M. Quinlan
Graduate Student,
Stanford University

What's On Your Mind?

To comment on the *Bulletin*'s content or on Association issues generally, write to Letters, AAHE Bulletin, One Dupont Circle, Suite 600, Washington, DC 20036; fax (202) 293-0073. Letters should not exceed 200 words and will be edited for publication.

AAHE in Action

Win a Trip! and **Win a Room! Deadlines.** 1992 National Conference. See the January 1992 *Bulletin* (pp. 18-19) for details. *March 13, 1992.*

Early Registration Deadline. 1992 National Conference. Registration increases $20. See the January 1992 *Bulletin* (p. 18) for details. *March 13, 1992.*

Discount Hotel Rate Deadline. 1992 National Conference. See the January 1992 *Bulletin* (p. 19) for details. *March 15, 1992.*

Registration Refund Deadline. 1992 National Conference. Requests must be in writing and postmarked by the deadline. See the January 1992 *Bulletin* (Registration Form) for details. *March 20, 1992.*

1992 National Conference. Chicago, IL. *April 5-8, 1992.*

1992 Assessment Conference. Miami Beach, FL. *June 21-24, 1992.*

1992 School/College Conference. San Diego, CA. *June 28-July 1, 1992.*

1993 National Conference. Washington, DC. *March 14-17, 1993.*

News, cont.

(continued from page 13)

National Conference on School/College Collaboration. **Wendy Togneri,** who had been working on that conference, became project assistant on the Pew-funded Community Compacts for Student Success program and other school/college projects.

Bulletin Board

Silber

Arden

Sturnick

by Ted Marchese

Welcome back, happy new year. . . . Do send items, here we go with news of AAHE members (names in **bold**) doing interesting things.

PEOPLE: It was a delight to see two of our own, **Bob McCabe** and **Judith Lanier,** plus Ted Sizer announced as winners of this year's McGraw awards for "work that can serve as a model and that does make a difference in the lives of students." . . . At NAPE's recent "Partnerships in Education" convention, Marymount-Tarrytown's **Ellen Silber** was lauded as a modern "Johnny Appleseed" for her work on Academic Alliances, work that bridges "cultural barriers between K-12 and postsecondary teaching." . . . About the time you read this, NAICU chief (and *Bulletin* contributor) **Dick Rosser** convenes a summit in Washington of independent-college presidents and trustees "to get education back in focus as a top priority."

ASSESSMENT: Dick Light, as ever a great *Bulletin* interview, has signed on for a major address at our June assessment conference (June 21-24 in Miami Beach). . . . An interesting parallel to Light's Assessment Seminars at Harvard is the panel convened by **John Folger** and faculty colleagues at Vanderbilt to look at key outcomes — communication, problem-solving, and critical-thinking skills — among Vandy seniors. . . . If policymakers in your state are acting funny about assessment, get them a copy of a new report from the Education Commission of the States, "Assessing College Outcomes — What State Leaders Need to Know," the product of a FIPSE grant directed by **Joni Finney** and **Kay McClenney** (info via 303-299-3600).

COLLEGES: Bucking all trends, Lafayette announces that it will add twenty faculty positions, cutting its student/faculty ratio from 12:1 to 10:1 and course load from six to five . . . president **Robert Rotberg** wants Lafayette on the map "as a college which puts student learning first." . . . That's the goal, too, at Monmouth (NJ), which used a state challenge grant to transform itself into a college that teaches leadership and social responsibility to all its students . . . credit **Sam Magill, Gene Rosi,** and **Gloria Nemerowicz** for academic leadership, and now Kellogg for its stage-two grant ($926,000) to help Monmouth deepen implementation. . . . In New Hampshire, Keene State's goal is to become "the public, undergraduate college of choice in New England by the year 2000" . . . to reach that goal, Keene had to look hard first at its own learning climate, where it found all-too-many consequences of alcohol abuse (rudeness, vandalism, date rape) . . . with a FIPSE grant and good leadership from president **Judith Sturnick,** Keene has achieved a real turnaround in campus climate.

RESIDENTIAL COLLEGES: The idea of undergraduate residential colleges — where faculty, graduates and undergraduates room, dine, and socialize together — came from England to Yale in the 1930s, took new forms in public colleges some twenty to twenty-five years ago, then sort of petered out . . . but fifteen such colleges, no less, have sprung up in the past five years, I learn from a new *National Residential College Living-Learning Unit Directory*, put together by **Terry Smith** of Northeast Missouri State (which has four of them in place) . . . for ordering info, and news of a March 26-28 conference, call Terry at 816-785-4022.

EDITORS: Ohio State's **Anne Pruitt** has taken responsibility for the reopened search for an editor of the *Journal of Higher Education* . . . this one's wide open, important to the community, and includes a faculty appointment at OSU . . . ignore the published deadline, call Anne's office now for info at 614-292-0241. . . . I loved it that the AAUP's faculty-oriented *Academe* picked an administrator for its next editor . . . he's **Gene Arden,** vice chancellor at UM-Dearborn.

LAST NOTES: The Pew Charitable Trusts moved to new offices last month . . . its education office, headed by **Bob Schwartz,** is now reachable at 215-575-4833. . . . Thanks to all of you who called or wrote in appreciation of our November article on TQM . . . AAHE will follow up with relevant sessions at our National Conference in Chicago, April 5-8, at which I hope to see you! ■

ANNOUNCING

Nevin C. Brown
New Director for the
National Conference on School/College Collaboration

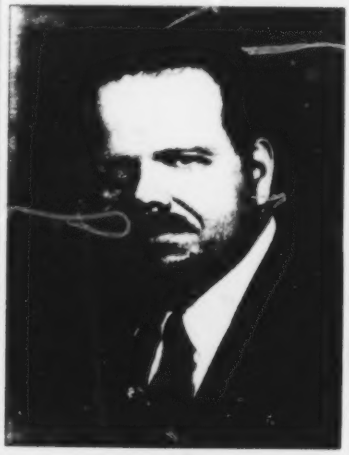


Photo by Dupont Photographers

In December, AAHE's professional staff grew by one, with the addition of **Nevin C. Brown** as the new director for AAHE's annual National Conference on School/College Collaboration.

"Collaboration between colleges and schools is an issue I care very deeply about," Brown says. "I had done some work on it at my previous job, but I wanted to be able to devote much more of my time to it. I also enjoy working with a national constituency. So my job at AAHE is a happy marriage of those two interests."

In his capacity as director, Brown is responsible for programmatic development and arrangements for the conference, now in its third year and attracting several hundred participants. Already he is hard at work on the sessions, workshops, and meetings of the 1992 event, scheduled for June 28-July 1, in San Diego, at the Sheraton Harbor Island Hotel. (Registration materials will be inserted in the April *Bulletin.)*

Brown was selected after a national search, but he didn't have to move far — from the National Association of State Universities and Land-Grant Colleges (NASULGC) on the seventh floor of One Dupont Circle, to AAHE on the sixth floor. He had been at NASULGC for eleven and a half years as assistant director for urban affairs.

"I've known AAHE and the people in it for over a decade," Brown says. "I was involved in the planning effort to develop the theme 'Schools & Colleges: Toward Higher Performance' for AAHE's 1984 National Conference on Higher Education. And I was on the planning committee for the 1990 and 1991 school/college conferences. I'd come to like the staff tremendously."

A native of California, Brown holds degrees from the University of California, Santa Barbara, and from the University of Virginia. ■

AMERICAN ASSOCIATION FOR HIGHER EDUCATION

AAHE members receive free the *AAHE Bulletin* (ten issues/year) and *Change* magazine (six issues/year); significant discounts on conference registration; special rates on selected non-AAHE subscriptions; Hertz car rental discounts; and more. To join, complete this form and send it to AAHE, One Dupont Circle, Suite 600, Washington, DC 20036-1110.

Membership *(choose one)*
Regular: ☐ 1 yr, $75 ☐ 2 yrs, $145 ☐ 3 yrs, $215
Retired: ☐ 1 yr, $45 Student: ☐ 1 yr, $45
(For all categories, add $8/year for membership outside the U.S.)

Caucuses *(you must be an AAHE member; choose same number of years as new membership above)*

Amer. Indian/Alaska Native:	☐ 1 yr, $10	☐ 2 yrs, $20	☐ 3 yrs, $30
Asian/Pacific American:	☐ 1 yr, $15	☐ 2 yrs, $30	☐ 3 yrs, $45
Black:	☐ 1 yr, $15	☐ 2 yrs, $30	☐ 3 yrs, $45
Hispanic:	☐ 1 yr, $25	☐ 2 yrs, $50	☐ 3 yrs, $75
Lesbian/Gay:	☐ 1 yr, $10	☐ 2 yrs, $20	☐ 3 yrs, $30

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AAHE

PART-TIME STUDENTS
How State Aid Misses the Mark
by Judith Eaton

Federal Perspectives
by Kay [illegible], with J. Noah Brown

INFORMATION LITERACY:
An Agenda for Lifelong Learning
by Patricia Senn Breivik

THE TRIALS OF SEARCH:
Advice From Successful Candidates
by W. Clark Hendrix

COMING THIS SPRING
AAHE IS MOVING!
SEE PAGE 1 FOR DETAILS

AAHE News ▪ Bulletin Board *by Ted Marchese* ▪ 1992 Board Candidates Selected

BEST COPY AVAILABLE

MARCH/1992 VOLUME 44/NUMBER 7

B U L L E T I N

In this issue:

As the *Bulletin* goes to press, New Hampshirites are exercising their democratic right and responsibility as Americans to vote, in the first primary of the 1992 presidential season. So, too, begins AAHE's 1992 political season, although by contrast it doesn't involve big bucks, sound bites, or baby kissing.

Each spring, AAHE's members elect several new directors to the Association's Board. That Board has much to do with determining the theme for the National Conference, the dues structure, the budget, long-term goals . . . that is, the direction the Association takes now and in future years. The process begins with the appointment of a nominating committee, which, in turn, develops a slate of candidates willing to run in the election. Turn to the back cover of this issue and you'll find that slate.

Now it's your turn to begin exercising your right and responsibility as an AAHE member. Examine the slate. Should you find it lacking, the bylaws allow for other candidates to be added by petition. Study the candidate biographies accompanying the ballot you'll receive in May. And most important, *vote*. Last year, just 31 percent of the 7,546 eligible members did. One race was decided by just 50 votes. One of them could have been yours. ***—BP***

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PART-TIME STUDENTS
HOW STATE AID MISSES THE MARK

by Judith Berson

Allow me to introduce you to Susan, divorced after twenty-five years of marriage with no marketable skills. And Mary, who is trying to get herself and her family off public assistance. Rick works full-time in a low-paying job with little future. Jovan lost her job again in another layoff and is trying to retrain in a more secure field. Although a doctor in his native country, Raul must learn a new trade here, since he can't practice medicine. Victor was a construction worker when he lost the use of his legs in a job-site accident three years ago. Marc just graduated from high school but has to work full-time to help with household expenses. Anita wants to change careers.

We all know the buzz words. We've just met a displaced homemaker, a welfare mother, an underemployed man, a recent immigrant, a person with a disability, a career changer. . . . But these aren't just census statistics, these are real people coping with real life circumstances. For many, the light at the end of the tunnel is only reachable through higher education.

In two decades as a financial aid professional, I have witnessed the gradual increase in diversity and number of nontraditional and part-time students firsthand. Despite this reality, most state-sponsored student aid programs still focus on the "traditional" student, who is rapidly becoming the minority.

Those of us who completed our baccalaureate degrees before 1970 think we know what "college students" are. They're people who upon graduation from high school go directly to a four-year public or private university and graduate in four or five years. They are primarily supported by their parents while attending college, and any money earned from part-time work is "pocket change." A few go on for higher degrees, but most enter the workforce upon graduation.

This is what we think of when we think of a college student because this is what most of us did. More important, this is also what most of our state senators, representatives, governors, and commissioners of education did. Before 1970, only one third of our nation's college students attended part-time. By 1987, more than 40 percent were part-time, and today it's closer to 50 percent. At community colleges, more students attend part-time (60 percent) than do full-time.

What's more, many students who are full-time should really be part-time. Because awards for part-time attendance just aren't sufficient to pay their costs, many students work while carrying full credit loads, overburdening themselves mentally, physically, and emotionally in order to qualify for the maximum financial aid available.

Judith Berson is special assistant to the vice president of student affairs at Broward Community College, 225 E. Las Olas Boulevard, Fort Lauderdale, FL 33301. For eleven years, she was director of student financial services there.

What Should the States Be Doing?

Where does the federal government stand? Title IV criteria allow for part-time financial aid awards. Pell Grants are available to students taking a minimum of six credits per term, colleges can opt to award College Work Study jobs to students taking fewer than six credits, and Stafford Student Loans are available to part-time students if they take at least six credits.

So what about the states? According to the 1990-91 annual survey report from the National Association of State Scholarship and Grant Programs, even though almost 50 percent of our nation's students are part-time, the amount of money in undergraduate *need-based* state scholarships and grants awarded annually to part-time students is only 3 percent of the total, and only 5 percent of part-time students receive *non-need-based* scholarships and grants. In other words, one half of our nation's students are receiving 5 percent of the money, while the other half are receiving 95 percent of the money. That state program criteria are not meeting the needs of today's students is indisputable. Because most states require students to carry a full-time load to qualify for state aid, many of our most needy students do not qualify.

Lawmakers must make a deliberate effort to change the philosophy of awarding state aid dol-

lars. But how?

Increase availability. One significant way is to modify attendance requirements to make more money available to part-time students. To those who say we have only enough money for the students in greatest need, we must reply that we can no longer define need in terms of credit hours. That their enrollment status is less than full-time doesn't mean part-time students necessarily have less need for assistance. In fact, in many instances their need is greater. Part-time students typically carry burdens that their traditional classmates do not, and usually with no help from their parents. Realistically, for nontraditional students to attend college, they need money to cover not only their tuition, fees, and books but also higher household expenses, child care, as well as lost wages.

When we force working students to attend full-time in order to qualify for state aid, we are often setting them up for failure.

Reduce complexity. Part-time students typically have less time to deal with complicated financial aid application procedures, so states need to look for ways to reduce the time students must spend dealing with the financial aid office. States could make an effort to simplify and clarify correspondence between the state agency and students advising them of their eligibility status, for example. Part-time students often have to take time off from work to handle financial aid matters, whereas full-time students are already on campus.

Promote time-saving options. Part-time students benefit from extended payment dates, weekend college, college life experience programs, and cooperative education courses. These alternatives assist the nontraditional student through the transitional life stages of career/life/school. They also reduce total expenses by reducing the time the student spends in school.

Extend deadlines. Part-time students often begin college more impulsively than the traditional student. Unlike traditional college students, who generally attend as the result of parental or peer pressure, adults and other nontraditional students often return to school in reaction to major life changes such as divorce, job loss, a death in the family, or the need for improved job skills. Because they begin more impulsively, the registration and payment processes can take some time to complete. Very often payment deadlines can determine whether or not a nontraditional student attends college at all.

Create new programs. For example, states could encourage private businesses to help employees with their education costs. Many employers already cover college courses if they relate

One half of our nation's students are receiving 5 percent of the money, while the other half are receiving 95 percent of the money.

PART-TIME STUDENTS FEDERAL PERSPECTIVES

by Kay J. Kohl, with J. Noah Brown

The part-time student population is expanding and reshaping American higher education. In 1971, some 30 percent of all college students attended part-time; now part-time students account for 40 percent of all undergraduate-degree candidates and two thirds of all master's-degree candidates.

Higher education credentials are becoming necessary prerequisites to improving one's employment prospects. Working men and women are acutely aware of changes in the workplace and that their future is tied increasingly to their educational attainment and skill levels.

The growth of traditional-age, part-time students reflects national economic realities. The relative stagnation in median family income since 1973 has meant fewer American families can afford to send their children to college. Many young people must now work full-time and enroll as part-time students, inevitably stretching out the time it takes them to complete their studies.

Movement in Washington

There are signs that Washington is beginning to recognize the increasing presence of part-time students in American colleges and universities. In his "America 2000" education blueprint for the nation, President Bush challenged each of us to help make America "a nation of students," and Goal 5 of the National Education Goals specifically calls for every adult to be literate and possess the skills necessary to compete in the global economy. In his January budget proposal to Congress, Bush proposed establishing a "Lifetime Education and Training Account." The plan would make students who take as few as one course at a time eligible to receive both Pell Grants and Stafford Loans, the lion's share of federal student aid dollars. His proposal represents a significant departure from current law.

Since 1978, Congress routinely has renewed tax legislation (Section 127) that allows working adults to receive tuition assistance from their employers on a tax-free basis. More than seven million

to the employee's job responsibilities and meet other specific criteria for eligibility. In some cases, students are reimbursed for tuition after successfully completing the course. Many such employer tuition assistance programs exist and need to be publicized (see Note).

Another specific example of flexible programming is the Florida College Career Work Experience Program. For the past nine years, the program has enabled eligible Florida students to work in jobs related to their major or career interest while attending classes full-time or part-time. Each institution is allocated state funds with which to reimburse employers 50 percent of the students' gross wages. Everybody wins. Students have less need to borrow, and they get invaluable work experience; employers get enthusiastic trainees at half price; the state reaps the benefits of a better-trained workforce. By the way, the program was originally developed and promoted by a financial aid administrator.

> When we force working students to attend full-time in order to qualify for state aid, we are often setting them up for failure.

Provide incentives. Again, let me give you an example from my own experience. At Broward Community College, we have been training college students to serve as mentors for juvenile offenders to help keep them "in school and out of trouble." As an incentive to encourage participation, we award the college students yearly scholarships of $1,500 each. The Challenge to Youth program is another win-win-win situation: The at-risk youngsters gain self-confidence and a friend who cares; the mentor learns the joy of making a difference in someone's life, while being part of a support group; the state stands a better chance to gain a productive citizen. Again, participating mentors can cover their direct college costs without having to rely on student loans, thus reducing the potential for default. As an outgrowth of Challenge to Youth, the college is piloting a second program that trains students to mentor high school seniors with learning disabilities. Both programs are funded by the Fund for the Improvement of Postsecondary Education (FIPSE).

Under economic, career, and societal pressures, the face of the "typical" college student is changing. Isn't it time for the states to recognize that fact? ■

Americans have taken advantage of the provision to pursue the education and training they need to prepare themselves for new careers and job advancement. Recognizing that America needs workers with specialized as well as general education, Section 127 grants the tax exclusion for both undergraduate- and graduate-level coursework. To date, however, Congress has yet to make permanent the employee educational assistance provision. Until it does, the support cannot be taken for granted and must be fought for annually.

The proposed Higher Education Act reauthorization expected to emerge shortly in Congress will reflect new higher education realities as well. Both Senate and House education committees have incorporated many of the higher education community's recommendations, assuring part-time students a more proportionate share of federal student aid. Of significance is a proposal to remove Pell Grants from the annual budget process by making them an entitlement. Such a move would insulate the grant program from perennial funding shortfalls and would benefit part-time students. In addition, the legislation seeks to remove some existing barriers that make it difficult for students on public assistance to pursue higher education.

Will States Be Next?

These are encouraging signs that Washington is beginning to acknowledge the realities that are reshaping the higher education student population. Policies are beginning to reflect an understanding of the connections that exist between education and work. And policymakers are realizing that a strong human resource base is a key ingredient to restoring America's economy to full health.

States very often take their cues from Washington. The policies emerging from Washington help working adults pursue higher education. States can join that effort by promoting policies and programs that support part-time students. It's a strategy that warrants careful consideration as state governments search for ways to produce a skilled workforce that will attract industry and bolster economic development. It's a strategy already being pursued by America's global competitors. ■

Kay J. Kohl is executive director and J. Noah Brown is the director of governmental relations and public affairs at the National University Continuing Education Association, One Dupont Circle, Suite 615, Washington, DC 20036.

Note

This article is excerpted from "The Nontraditional Part-Time Student," a speech at the May 1991 conference of the National Association of State Scholarship and Grant Programs, which was based on research sponsored by The College Board. The author has also written a book entitled *Earn While You Learn: A Guide to South Florida Employer Tuition Assistance Programs.*

INFORMATION LITERACY

An Agenda for Lifelong Learning

Report from the chair of the National Forum on Information Literacy.

by Patricia Senn Breivik

The recent controversy over assessment of campus diversity by the Middle States Commission on Higher Education has overshadowed another important initiative of that accrediting body. Responding to concerns about the importance of educating people to become self-directed, independent learners, Middle States has built into its new "Framework for Outcomes Assessment" an expectation for more active learning experiences that over time would produce "information-literate" students.

That emphasis on *information literacy* recognizes that while learning facts is important, so is learning to learn; and the way students can be prepared for lifelong learning is by having them learn from the wide range of information resources and technologies that fill their daily lives in the Information Age: newspapers, television, journals, online databases, government documents, experts, local agencies. In such a *resource-based learning environment* the faculty member becomes a facilitator of learning, helping students to learn how to gather information and make discerning judgments among the overabundance of data available.

Helping students become information literate is not the same as teaching them library or bibliographic skills. While campuses with active library instruction programs might have an advantage as they incorporate information literacy learning experiences into coursework, the two areas are significantly different. On most campuses, library instruction is an add-on to a course, and has little bearing on the grade students will receive. In contrast, an emphasis on information literacy requires students to use a variety of information resources as part of their class assignments, and they get the message that being able to locate, evaluate, and effectively use information is critical to learning.

Thus, Middle States evaluators will be addressing questions such as these:

- How many syllabi include library-based assignments?
- What is the nature of those assignments? Are they appropriate for the program and its students? Do they show evidence of thought and creativity? Do the assignments promote active learning? Do they take advantage of primary sources, when appropriate? Do they display a knowledge of the range of resources available to students at the institution?
- Is there a sense that as students progress through the degree program they are required to use increasingly complex research skills?

At information literacy workshops, sponsored by Middle States or by others, a common response is that many thoughtful faculty are already meeting such criteria. Nevertheless, a more systematic effort is needed to integrate information resources and technologies into the heart of the cur-

Join AAHE's Action Community on Information Literacy

AAHE members have established an AAHE Information Literacy Action Community as an avenue for ongoing dialogue and programming. The Action Community meets at AAHE's annual National Conference on Higher Education and sponsors sessions and meetings each year.

At AAHE's 1992 National Conference, April 5-8, in Chicago, the Action Community is sponsoring a panel presentation on "Integrating Information Technology into Teaching and Research: Incentives and Aspirations" and a meeting of the Action Community, both on Tuesday afternoon, April 7.

To be put on the AAHE Information Literacy Action Community mailing list, contact the author. For more about AAHE's upcoming National Conference, contact AAHE.

Patricia Senn Breivik is associate vice president for information resources at Towson State University, 8000 York Rd., Towson, MD 21204-7097.

riculum at all institutions. Without an all-out effort, there will continue to be students graduating from liberal arts programs never having used an index, much less an on-line database.

Reform Efforts Under Way

The Middle States effort provides a tangible focus for a growing number of efforts to break the hold textbooks and lectures now have in many K-12 and higher education classrooms. Let me describe just two.

American Library Association. The landmark publication for information literacy is a 1989 report by a team of national leaders from education and librarianship convened by the president of the American Library Association. Its charge was to explore the implications of the lack of consideration given the Information Society by the reform reports of the 1980s, in which almost no mention is made of libraries or information technology. This ALA report defines an "information literate" person as one who can recognize when information is needed and has the ability to locate, evaluate, and effectively use the needed information.

The report challenged schools and colleges to appreciate and integrate the concept of information literacy into their learning programs, because "in an information society, all people should have the right to information which can enhance their lives. Out of the superabundance of available information, people need to obtain specific information to meet a wide range of personal and business needs."

National Forum on Information Literacy. That same year, the National Forum on Information Literacy was established as an umbrella group for national organizations committed to the importance of people becoming effective information consumers. Most members of the Forum are educational organizations, ranging in size from the huge National Education Association to the fifty-two-member Council of Chief State School Officers. The rest are library organizations and others, such as the National Association of Counties, the American Newspaper Publishers Association, the Hispanic Policy Development Project, the Information Industry Association, and the National Forum for Black Public Administrators.

A more systematic effort is needed to integrate information resources and technologies into the heart of the curriculum at all institutions. Without an all-out effort, there will continue to be students graduating from liberal arts programs never having used an index, much less an on-line database.

Member organizations seek to use information literacy efforts as tools of empowerment for addressing their members' priorities, usually through publications, programming, and the incorporation of information literacy into policy. For instance, K-12 members of the Forum are using the focus on resource-based learning as a tool in curricular reform. The Association for Supervision and Curriculum Development, for example, passed the following resolution in 1991:

> Curriculum:
> Information Literacy
>
> Today's information society transcends all political, social, and economic boundaries. The global nature of human interactions makes the ability to access and use information crucial. Differences in cultural orientation toward information and symbol systems make the management of information complex and challenging. Current and future reform efforts should address the rapidly changing nature of information and emerging information technologies.
>
> Information literacy, the ability to locate, process, and use information effectively, equips individuals to take advantage of the opportunities inherent in the global information society. Information literacy should be a part of every student's educational experience.
>
> ASCD urges schools, colleges, and universities to integrate information literacy programs into learning programs for all students.

ASCD's primary audience is leaders in elementary, middle, and secondary education. Certainly, focusing on information literacy in the schools will eventually increase the number of entering freshmen capable of research and comfortable taking responsibility for their own learning; that, in turn, will have an impact on what college faculty can and should expect in undergraduate performance. But we also must attend to what information-management abilities college students are — or are not — acquiring as undergraduates now. Ernest Boyer documented the situation in his 1986 report *College*: "Today, about one out of every four undergraduates spends *no* time in the library during a normal week, and 65 percent use the library four hours *or less* each week. . . . This gap between the classroom and the library, reported almost a half century ago, still exists."

A Sampling of Practice

Resource-based learning practices now in place on campuses range from the simple to the complex. For example, as a health science professor involved in Tow-

son State University's discipline-centered writing program, Joan McMahon requires all students to run their papers through computerized spelling and grammar checks before submitting them. McMahon says, "Not only does this save class time for more substantive dialogue, but it also gets students in the habit of using technologies that can support them throughout their careers."

Another TSU colleague, Victor Fisher, takes a low-tech approach by having his students use a telephone conference call to interview leading authorities on Eskimo culture. That way, Fisher reports, the students experience firsthand the value of seeking out experts to obtain up-to-date and authoritative information. And at Seattle Community College, three faculty members (Kelley McHenry, J.T. Stewart, and Jennifer Wu) have linked a writing class and a research class to focus on issues of diversity. Both courses are divided into five units: Cultural Pluralism and the Power of Information; Academic Disciplines and the Classification of Knowledge; Evaluation of Information Sources; Computers and Research; and Your Right to Information: How to Protect It.

Other campuses are beginning to take a more comprehensive planning approach to information literacy. Bowling Green State University, for example, has investigated information literacy and resource-based learning as part of its overall consideration of the role of the liberal arts curriculum. Samford University has linked information literacy with its concerns for total quality management and core curriculum revision.

Efforts at producing information-literate students are not unique to the United States. In fact, Australia seems to be further along in its formal national consideration of the issue. In a 1990 report commissioned by the Australian minister for employment, education, and training, an entire section, entitled "The Library as Educator," deals with issues of information literacy. One formal recommendation, for example, deals with the need for teacher-training institutes to include "a formal curriculum element on information skills development"; another addresses the need for reporting on user education programs in annual reports and statistics. A national seminar, "Information Literacy: Australia's Agenda," is planned for December 2-3, 1992, to bring together leaders from education, librarianship, government, and business.

Even more surprising is that in 1987 the central government of China issued a mandate that all academic libraries must provide user instruction to students. Hannelore Rader, director of university libraries at Cleveland State University, who spoke on information literacy at Tianjing, Beijing, Chongquing, and Wuhan during the fall of 1991, found that academic librarians there were planning their third national conference on user education. Rader also reported that her contacts in both China and Germany were very interested in an international conference on information literacy.

In England, the British Library commissioned three studies during the 1980s to determine practices in information skills training at the higher education level. The studies covered universities and polytechnics in both England and Scotland and documented a number of interesting practices that are well worth consideration on American campuses. For example, at Loughborough University, in Leicester, faculty guided students through projects in the commercial sector that had students analyze how industry uses information. And in the Netherlands, information literacy is being actively pursued at the K-12 level through a national project aimed at twelve- to sixteen-year-olds.

Given the already heavy demands on faculty time, it is unrealistic to expect them to keep up with all the information technologies or even with the broad range of resources useful in introductory or multidisciplinary courses. Librarians can be valuable allies.

Necessary Shifts

There are, of course, barriers to building information literacy programs. At a 1989 conference on "The Impact of Unlimited Information Access on Classroom Teaching," Len Clark, provost and academic dean at Earlham College, underscored the two major questions campuses need to address:

- Does the way the campus is organized facilitate teamwork among teaching faculty, librarians (including media), and computing personnel?
- Do institutional rewards encourage such teamwork during course development?

These issues are crucial, for at the heart of information literacy and resource-based learning is a dynamic partnership between classroom faculty members, librarians, and, as appropriate, other information providers.

Given the already heavy demands on faculty time, it is unrealistic to expect them to

1-3

keep up with all the information technologies or even with the broad range of resources useful in introductory or multidisciplinary courses. Librarians can be valuable allies in developing research assignments, in identifying materials that can support faculty-determined learning objectives, and in exploring ways to promote information literacy.

On the other hand, enhanced access to an ever-increasing resource base is meaningless unless faculty help students learn to evaluate and synthesize information and to judge suitability among formats. For example, almost all campuses lack any serious attempt to have students learn how to package information effectively. In the business world, presentations almost always include visuals, but most business students can graduate without ever having had to wrestle with how to present information effectively in graphics and charts.

In an Information Society, it is essential that students be able both to identify and locate the information needed for a particular decision or problem *and* to make an informed choice within the pool of available and pertinent information. To achieve that goal will require many faculty to shift emphasis, from providing information to students to providing students with opportunities to find and evaluate information themselves. If the current efforts to redefine scholarship and to improve the evaluation of teaching are successful, perhaps they will create campus environments in which information literacy efforts can flourish.

Students as Lifelong Learners

Whether or not a college or university needs to be concerned with Middle States accreditation, information literacy is well worth exploring as a means of enhancing undergraduate education.

Although the term "information literacy" seems to become easily associated with the scores of claims to fast educational success, the perception is misplaced. Inherent in the information literacy efforts is a down-to-earth, commonsense approach to moving past mere lip service and actually preparing students for lifelong learning — a long-time goal, by the way, of a liberal arts education. And resource-based learning does not require large outlays of dollars. More computer and multimedia hardware, software, and print material is always better, but students will greatly benefit *just* from the integration of existing campus and community resources and technologies.

Although the term "information literacy" seems to become easily associated with the scores of claims to fast educational success, the perception is misplaced. Inherent in the information literacy efforts is a down-to-earth, commonsense approach to moving past mere lip service and actually preparing students for lifelong learning.

A good first step in exploring information literacy might be discussion among faculty, librarians, and other information providers on campus. For example, campuses with writing-across-the-curriculum programs could consider expanding their efforts to include information-literacy-across-the-curriculum.

As they should be, the students will be the beneficiaries of any explorations. As the ALA report states:

> Ultimately, information literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organized, how to find information, and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning, because they can always find the information needed for any task or decision at hand. ■

Resources

ALA Presidential Committee on Information Literacy Final Report, by the American Library Association (Chicago: ALA, 1989). For a single free copy of the report, write to ALA, 50 East Huron Street, Chicago, IL 60611.

Upcoming (September 1992) Jossey-Bass *New Directions in Higher Education* on information literacy, edited by Don Farmer and Terrence Mech.

Teaching and Technology: The Impact of Unlimited Information Access on Classroom Teaching. Proceedings of a national forum at Earlham College (Ann Arbor: Pierian Press, 1991).

Information Literacy: Revolution in the Library, by E. Gordon Gee and Patricia Senn Breivik (New York: Macmillan, 1989).

Articles in the September and October 1991 issues of *Educational Leadership*, published by the Association for Supervision and Curriculum Development, Alexandria, Va.

Articles in the June–July 1991 issue of *Community, Technical, and Junior College Journal*, published by the American Association of Community and Junior Colleges, Washington, D.C.

Libraries and the Search for Academic Excellence, edited by Patricia Senn Breivik and Robert Wedgeworth (Metuchen, N.J.: Scarecrow Press, 1988).

"Making the Most of Libraries in the Search for Academic Excellence," by Patricia Senn Breivik, in the July/August 1987 *Change*, published by the American Association for Higher Education, Washington, D.C.

THE TRIALS OF SEARCH

Advice From Successful Candidates

by W. Clark Hendley

Scan the back pages of *The Chronicle of Higher Education* and it's easy to get the idea that everyone in the profession is on the move. The *Chronicle's* "Gazette" often runs to several columns as it lists the upward mobility of administrators in the fast lane, lateral moves of colleagues looking for new challenges, promotions, resignations, and the like. It's a sure bet that for every name listed, there are probably a hundred readers who'd like to be part of the action, including many who've tried a search and not succeeded.

For all the wistful scanners of "Gazette," I offer words of wisdom revealed to me in correspondence with about thirty new deans and academic vice presidents listed in the *Chronicle*. May they help sustain you in your search, for without a doubt the key element for qualified candidates is *commitment to the goal*, plus *perseverance* in the pursuit. There might be a few exceptions, but the truth is that most deans are people who have been willing to work to secure their positions. Among those new deans and vice presidents, I found the common characteristic is their commitment to the process of search, to the taking of many next steps, and their willingness to do the necessary hard work. How many aspirants, however, recognize the fullness of that commitment and how lengthy, time-consuming, and stressful the process can be?

The Waiting

Job searches can take a long time. Many people spend up to a year on the process; for some new deans, their participation in searches lasted well beyond that. Likewise, successful deans and vice presidents tend to be people who have cast the net widely. It is not unusual for people to have applied for fifty or more positions before the right match was struck.

These figures might seem unremarkable until you begin to assess the energy put into each application, then into subsequent correspondence with the search committee, possibly a telephone interview later, and one or more campus visits. Applying for jobs is a time-consuming process accompanied by the related stress of wondering whether letters have gone astray, waiting for replies from search committees, learning that your colleagues have been called for information about you, assessing the importance (or insignificance) of long delays, all the while continuing with the daily responsibilities of your present job. It isn't easy, but applicants who are serious about succeeding *must* be willing to devote the time and energy necessary.

The Paper

One of the aggravations of administrators who have been through the search process is the requirement in a job ad that all would-be candidates must submit letters of reference and transcripts of graduate (and sometimes even undergraduate) work. Some candidates grit their teeth and comply; others bypass entirely the searches using such unprofessional procedures.

W. Clark Hendley is associate dean of arts and sciences at the University of Missouri Kansas City, 5100 Rockhill Road, Kansas City, MO 64110-2499.

Search committees asking for transcripts and recommendations early in the proceedings might think they are ensuring that only candidates who are both interested and qualified will submit applications. In fact, this needless step can have the opposite effect.

Is the request an attempt to identify impostors? A candidate who operates with bogus credentials, faked degrees, or doctored transcripts can kick in his or her deceptions at any point, early just as easily as later. Honest (and honorable) candidates will have equally valid credentials at any time. Why then bother to ask for 150 transcripts when a group of just twenty candidates will be selected from the original pool as semi-finalists?

More troublesome is the demand that multiple letters of reference accompany the application. Letters of reference are an imposition, even in a day of word processors. Candidates who find themselves applying to fifty schools will need a very large reference list indeed if search committees routinely require letters before an applicant's file is "complete."

Even from a committee's point of view, why would it want to gather, acknowledge, sort, file, read, and evaluate hundreds of separate letters for the candidates in the original applicant pool? Since candidates naturally solicit letters from mentors, supporters, and advocates, the value of these initial letters is marginal at best. Clearly they represent

a massive expenditure of many people's valuable time.

A small number of letters might be asked for later; even so, most veterans of search committees report that their greatest insights come from the telephone calls they place to references of the finalists or semi-finalists.

The Phone

In many cases the job search requires skills not often in demand for the academic. Increasingly search committees are using preliminary telephone interviews as a screening technique, a procedure that makes many candidates uncomfortable. The usual steps involve successive reviews of dossiers by a search committee, a winnowing process that reduces the applicant pool (which can number in the hundreds) to a manageable number of "semi-finalists." At this point it is common for the chair of the committee or even individual committee members to call the candidates on the narrowed list to ascertain their continued interest in the position. Often a telephone interview is scheduled next with the active candidates, a time at which the committee, by means of a speakerphone, calls each candidate for an initial conversation. Sometimes a list of questions is mailed in advance, but often the candidate is interviewed without any specific idea as to what the committee wishes to discuss. The usual procedure is to ask all candidates the same short list of questions, then use the information from the telephone interviews to reduce the candidate pool still further.

Telephone interviews are not terribly popular with interviewees. Most of them submit to the procedure reluctantly, accepting the step as necessary (if unpleasant) preliminary. Candidate distrust of the telephone interview is founded on the anonymity and coldness of the technique, the reliance on technology occasion-

Potential signs of the "wired" search cited range from a job description that seems written with one person in mind ("five years administrative experience, with a working knowledge of Sanskrit"), to a quick response-time indicating that their application could not have been carefully considered.

Advice for Candidates

The deans and academic VPs I corresponded with have useful advice for colleagues contemplating a job search for an administrative position in academic affairs. Their recommendations are founded in the best possible place — their own experiences as candidates.

- Be patient. Job hunting is a process, and you (the candidate) can't rush it.
- Don't be discouraged by rejection. Persevere!
- Investigate institutions and positions carefully before you apply. Honestly try to ascertain that the position and school are a good fit for you and that you are in fact qualified for the position.
- Cast your net widely; become an applicant in many searches. The worst idea is to put all your hopes in just one or two searches.
- Learn how to handle a telephone interview (yes, with practice you can improve this skill).
- Be prepared for hostile questions, for a review of your entire professional career, and for leaks about the interview on your home campus.
- Interviews are stressful situations, so get plenty of rest beforehand and keep your energy level high throughout the interview.

Advice for Search Committees

Deans and academic VPs who have recently been successful in job searches have these recommendations for search committees.

- Don't ask for transcripts and letters of reference from candidates until you have narrowed your applicant pool to a short list. It is an imposition to ask for these early in the process; the requirement will keep good candidates from applying.
- Keep candidates informed of the progress of the search. If the process is slower than anticipated, write or call the candidates and thank them for their patience.
- Do your homework about the position before writing the job description. What kind of a person are you looking for? What qualities and attributes are necessary? Don't make the mistake of defining the position in terms of a predecessor's shortcomings.
- If you want the ablest candidates to apply, guarantee confidentiality during the search process, then make sure you follow through on that promise.
- Be honest in dealing with candidates. The honesty and fair treatment you accord candidates is likely to be reciprocated by them, to the advantage of your committee and institution.
- Respect candidates as individuals and treat them with courtesy. They should be hosted by the campus as honored guests, met at the airport, accommodated in suitable lodgings, and their expenses reimbursed in a timely manner.
- Remember that as you interview a candidate, the candidate is interviewing your institution as well. Do you present the kind of impression that would tempt someone into changing jobs and relocating?

> Women, more than men, are also apt to be judged on the basis of appearance. One dean said that during an interview, "I was told that I wore my fingernails short for a woman." She had the presence of mind to reply that she wore them long for someone who played the piano.

AAHE on Search

No task matters more to the health of a college than that of recruiting top people to its leadership posts . . . and no task is more subject to misfire." So begins the brochure for AAHE's best-selling *The Search Committee Handbook*. Since its first printing in January 1988, *The Search Committee Handbook* has sold more than 20,000 copies, good evidence of how interested search committees and candidates are in improving their effectiveness.

In recent years, AAHE has devoted many pages to the topic of search, most recently the following:

- *The Search Committee Handbook: A Guide to Recruiting Administrators*, by Theodore J. Marchese, assisted by Jane Fiori Lawrence, 1988.
- "How *Not* to Conduct an Administrative Search," by Donald W. Jugenheimer, November 1990 *AAHE Bulletin*, pp. 6-8.
- "Maybe We Need a Search Firm? Questions to Ask Yourself, and Your Consultant," by Judith G. Touchton, December 1989 *AAHE Bulletin*, pp. 7-9 (correction, February 1990, p. 13).
- "Search From the Candidate's Perspective," an interview with Maria M. Perez, by Ted Marchese, December 1989 *AAHE Bulletin*, pp. 3-5 and 11-13.
- "Why Deans Stay Put (Because of Search Committees)," by Joseph A. Keane, September 1988 *AAHE Bulletin*, pp. 9-10.
- "Hidden Agendas, Credibility, and Search Committees," by Michael Bisesi and George Huxel, February 1986 *AAHE Bulletin*, pp. 14-15.
- "Searching for Talent," an interview with Ruth G. Weintraub, by Ted Marchese, April 1984 *AAHE Bulletin*, pp. 3-6.
- "The Role and Effectiveness of Search Committees," by Jane Doyle Bromert, April 1984 *AAHE Bulletin*, pp. 7-10 (AAHE-ERIC Higher Education Research Currents).
- "Searching for a Leader," by Robert Birnbaum, May 1983 *AAHE Bulletin*, pp. 9-11.
- "Assessing Candidates: There Are Better Ways," an interview with John Bell, by Thomas H. Maher, May 1983 *AAHE Bulletin*, pp. 12-13 and 15.

ally not up to the task (often it is simply difficult for everyone to hear and be heard), and the lack of any kind of direct feedback.

Just as television favors political candidates with particular media skills, so do telephone interviews give an advantage to some candidates over others. Search committees need to ask themselves pointedly what they wish to accomplish with the telephone interview: Is it the door through which a candidate must pass to get on the short list, or is it just one procedure among several that will be used? As for candidates, they are well advised to sharpen their telephone skills (perhaps through practice with a friend) so as to give sharp, crisp answers, avoid embarrassing pauses, never let their voices drop too low, and so on.

The Fix

AAHE's *The Search Committee Handbook* avers that search committees often have an implicit bias against internal candidates. Yet recently selected administrators confide that they often felt in searches that a fix was on in favor of an internal candidate; some of these people, recent candidates all, indeed vow they will never again be a part of a search in which there is a campus candidate. Their conclusions are often backed by livid stories of participation in searches slanted toward an internal favorite.

Potential signs of the "wired" search cited range from a job description that seems written with one person in mind ("five years administrative experience, with a working knowledge of Sanskrit"), to a quick response time indicating that their application could not have been carefully considered, to shabby treatment and even outright hostility.

The search committee that finds itself with internal as well as external candidates must work consciously toward fair and equitable treatment of all. Anything less dooms a search to an anemic pool of candidates and ensures that horror stories about the university will be passed on freely (even if unfairly) at professional meetings.

The Leaks

Many deans who have been through the administrative search process tell tales of breaches of confidentiality that reflect poorly on search committees. Though a committee might deem that all who are nominated or who put themselves forward for a position are fair game for the closest type of scrutiny, the crucial question is, at what point is such careful examination appropriate?

There are many reasons why a committee's *best* candidates for a position would choose to have their availability treated discreetly. Inevitably, knowledge that a campus administrator is being considered by another university has an effect on that administrator at the home university. In such circumstances, the most conscientious search committees will never begin contacting references or making random telephone calls without first notifying candidates of the progress of the search and asking permission. Candidates should have the opportunity to evaluate their status in the process and decide whether they wish their candi-

dacies to go forward — just as search committees are evaluating and ranking their pool of applicants.

At some point in the search process, reference checks — of both those people listed as references and others who might not be listed — are inevitable; the question is the timing of the step so the work of the committee is expedited and the rights of the candidate protected.

The Rudeness

If there is any one aspect of search that administrators who have been through the process would seek to reform, it is in the area of fair and courteous treatment by search committees. What seems most obvious, however, seems most often ignored; the stories told by search applicants describe a profession that has far to go.

Women still report that their marital status is a factor with some search committees. Women, more than men, are also apt to be judged on the basis of appearance. One dean said that during an interview, "I was told that I wore my fingernails short for a woman." She had the presence of mind to reply that she wore them long for someone who played the piano, but the inappropriateness of the comment is not excused by the cleverness of the reply.

Outright discrimination and violations of affirmative-action guidelines might be less prevalent today than a decade ago, but there are many ways candidates can be — and often are — brutalized in the search process. One would expect that a finalist for a major campus position would be treated as a distinguished guest when visiting campus. Instead, deans tell stories of not being met at the airport, of being invited to a campus interview at their own expense, of being put up in shabby housing, of having to wait an inordinate time for expense reimbursement. "I waited weeks for reimbursement for my expenses," comments one dean. "Finally, in exasperation I wrote directly to the university president asking his intervention. Still, it was more than three months after my interview visit before I received a check. The family finances were in a mess for months because of the sloppy business practices of this university."

The Void

The single issue on which all who have been involved in job searches agree is the importance of a timely flow of information. Applications are mailed off, then seem to fall into a black hole. Weeks, even months, pass; candidates have no idea where they stand or whether they are even considered viable candidates. In an age of letters routinely written on word processors, it should be realistic to expect a search committee to create form letters to keep applicants and nominees informed throughout the search process. Such letters, beyond their basic courtesy, have the additional advantage of generating fresh interest in the position and in the college or university. They can create a positive sense of familiarity between candidate and search committee chair, and thus provide a natural bridge between the initial, more impersonal stages of search and the later, more intensive stages when a committee is down to a handful of finalists.

If administrative job searches are worth doing, they are worth doing right. A little effort will make for smoother sailing for a committee and a more humane experience for candidates. And there's a payoff: A well-run search is more likely to produce the "right" candidate for a position . . . assuring that the process won't have to be repeated too soon. ■

Every Search Committee Needs

The Search Committee Handbook: A Guide to Recruiting Administrators

Here's what people are saying about *The Search Committee Handbook*:

"This well-written, practical guide should be on the desk of every campus leader who will search for the brightest and best."
—George Keller, The Barton-Gillet Company and author of *Academic Strategy*

"Remarkably sound . . . I plan to make it required reading for all searches."
—Martha E. Church
Hood College

The Search Committee Handbook is practical, specific, and authoritative in covering each step in the search process: defining the job, assembling the committee, searching for candidates, screening and interviewing applicants, and making the appointment.

Now in its third big printing, *The Search Committee Handbook* has proved its value to committees in hundreds of campus and related nonprofit searches nationwide.

Prices: 1-4 copies $8.95 each; 5-24 copies $6.95 each; 25 or more copies $5.95 each. Prices include postage and handling. Allow 4-6 weeks for delivery. Orders under $50 must be prepaid. To order, send check (payable to **AAHE**) or purchase order to:

American Association for Higher Education
One Dupont Circle, Suite 360
Washington, DC 20036
Phone: (202) 293-6440
Fax: (202) 293-0073

Around the office and in AAHE's special projects.

Nigeria Bound!

Only a few spaces remain for AAHE's second educational/cultural study tour, to Nigeria, West Africa, this August 2-16. If you are interested in going, send in your reservation and deposit immediately; reservations are accepted on a first come, first served basis. Call Judy Corcillo, at AAHE, for more information.

AAHE Is Moving!

In case you missed the notice in the February issue . . .

Later this spring, the American Association for Higher Education will pack its gear and move three floors down, from Suite 600 to Suite 360, in One Dupont Circle (the Center for Higher Education). The association's phone and fax numbers will not change.

The move will give the Association sufficient office space to accommodate AAHE's Office of School/College Collaboration and the AAHE Teaching Initiative, which have been housed for the past two years in rented space across the street at Eleven Dupont Circle.

Because a firm moving date has not yet been set, visitors should still come to Suite 600 for the time being. However, effective March 1, 1992, AAHE's new mailing address was changed to:

American Association for
Higher Education
One Dupont Circle, Suite 360
Washington, DC 20036
ph. (202) 293-6440
fax (202) 293-0073

AAHE Conference Update

The 1992 conference season is almost upon us:

National Conference on Higher Education (April 5-8, Chicago). With less than a month to go, register now for AAHE's flagship convening. Fly on Saturday, April 4, and save; events have been added on Saturday and Sunday.

Conference on Assessment in Higher Education (June 21-24, Miami Beach). Registration materials will mail to members later this month.

National Conference on School/College Collaboration (June 28-July 1, San Diego). Postcards mailed in February to members; registration materials will be inserted into the April 1992 *Bulletin*.

For information about any of the meetings, call AAHE.

What's On Your Mind?

To comment on the *Bulletin*'s content or on Association issues generally, write to Letters, AAHE Bulletin, One Dupont Circle, Suite 360, Washington, DC 20036; fax (202) 293-0073. Letters should not exceed 200 words and will be edited for publication as needed.

The Seventh AAHE Conference on

ASSESSMENT

IN HIGHER EDUCATION

The national conversation about educational quality is heating up, with more at stake than ever—and assessment is at the center. It's essential to keep abreast, so attend the AAHE conference that's become the most important assessment event of the year, **June 21-24, 1992,** at the Fontainebleau Hilton in **Miami Beach.** You'll find candid discussion of national trends and the new calls for accountability, along with guidance for sound, cost-effective campus practice.

This year's special focus: assessment in the discipline, the major, and in professional or vocational programs. In addition: up-to-the-minute information about changing state mandates, accreditation requirements, Total Quality Management, and performance-based methods, plus innovative approaches to using assessment for educational improvement. You'll find workshops and sessions on assessment of basic skills, general education, student development, and more, geared to everyone from novice to veteran.

Be ready for the challenges of accountability and quality improvement. Join AAHE for three days of hard thinking, strategizing, and networking. For even greater campus impact, assemble a team and take advantage of discounted registration rates. Contact:

THE AAHE ASSESSMENT FORUM

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American Association for Higher Education

AAHE in Action

Win a Trip! and Win a Room! Deadlines. 1992 National Conference. See the January 1992 *Bulletin* (pp. 18-19) for details. *March 13, 1992.*

Early Registration Deadline. 1992 National Conference. Registration increases $20. See the January 1992 *Bulletin* (p. 18) for details. *March 13, 1992.*

Discount Hotel Rate Deadline. 1992 National Conference. See the January 1992 *Bulletin* (p. 19) for details. *March 15, 1992.*

Registration Refund Deadline. 1992 National Conference. Requests must be in writing and postmarked by the deadline. See the January 1992 *Bulletin* (Registration Form) for details. *March 20, 1992.*

1992 National Conference. Chicago, IL. *April 5-8, 1992.*

1992 Assessment Conference. Miami Beach, FL. *June 21-24, 1992.*

1992 School/College Conference. San Diego, CA. *June 28-July 1, 1992.*

Nigeria Educational/Cultural Study Tour. Nigeria, West Africa. Contact Judy Corcillo at AAHE for details. *August 2-16, 1992.*

1993 National Conference. Washington, DC. *March 14-17, 1993.*

Bulletin Board

by Ted Marchese

Welcome back for news of AAHE members (names in **bold**) doing interesting things, plus news of note . . . do send me items!

PEOPLE: Best wishes to new presidents **Richard Detweiler** (Hartwick), **Oliver Ford** (Southwest State, in MN), **Jerry Owens** (Cuyahoga CC), **Josephine Davis** (York, a part of CUNY), **Jane Margaret O'Brien** (Hollins), and **J. Bruce Francis** (Saybrook, in San Francisco). . . . With several big-name U's searching for fresh student-affairs leadership these days, Georgia Tech scoops the field by nabbing **Charles Schroeder,** former president of ACPA, from Saint Louis U. . . . Michigan's higher-ed program scores by inking **Michael Nettles** (from Tennessee) and **Sylvia Hurtado** (UCLA) to faculty contracts. . . . It caused a stir in the small world of higher-ed search firms when AAC's former president, **John Chandler,** left Korn Ferry for the Academic Search Consultation Service (which is housed at, but independent from, AAC). . . . AASCU's new No. 2 is **Verna Armstrong,** senior VP.

BOARD TALK: They gave him a big-bash 65th birthday party over the holidays, before the redoubtable **Bob Gale** took retirement after seventeen years as head of the Association of Governing Boards . . . **Tom Ingram,** AGB's long-time exec VP, succeeds Bob in the presidency, effective March 10th. . . . Trustee leadership in mind, I note that Arizona State's **Lattie Coor** heads the NASULGC board this year; **Norm Francis,** who heads AAHE's board, also heads ETS's; **Linda Koch Lorimer,** of Randolph-Macon Woman's, heads AAC's; **Carole Leland,** NSIEE's; and Towson's **Hoke Smith,** ACE's (with Notre Dame's Fr. **Edward Malloy** the ACE chair-elect).

MORE PEOPLE: Former Vermont congressman and FIPSE chair **Peter Smith** assumes the deanship of George Washington's Ed school. . . . Virginia Commonwealth's **Quincy Moore** heads AACD's new Taskforce on the Counseling and Developmental Needs of African American Males. . . . **Elizabeth Fideler** runs Massachusetts Bay CC's third conference on undergraduate teaching and learning, this one emphasizing classroom research and cases from AAHE's Teaching Initiative, March 26-27, call 617-237-1100 x146 for details. . . . Ohio U's **Sam Crowl** heads a new organization, the Association of University College Deans and Directors of Undergraduate Studies, meets here in Washington, March 5-7. . . . She's a cause leader, community activist, adult educator, and one of

Francis

Stennis-Williams

Pine

AAHE's most energetic members, so we note with pride that Mayor Webb declared an "**Elinor Greenberg** Day in Denver" recently. . . . **Shirley Stennis-Williams,** AAHE's Black Caucus program chair, steps in as Ed dean at Edinboro U (PA). . . . **Constance Carter Cooper** returns to her native Detroit as dean of the Eastern Campus, Wayne County CC.

REGRETS: With sadness I report the death in January of **Charles Pine,** the Newark-Rutgers physicist who at career's end put ten years of incredible energy into the New Jersey Algebra Project (I interviewed Charles in September '88).

WEEKEND TILT: As you may have noticed from your National Conference preliminary program (January's *Bulletin*), we're sensitive to your need to cut travel costs and time away from the office. If you can't attend the traditional Sunday thru Wednesday (Apr. 5-8), consider Saturday thru Tuesday. There are indeed Wednesday morning sessions; but what's new are some Saturday functions: (notably a FIPSE reunion), then a full slate Sunday of workshops, position roundtables, panels, and receptions, plus three all-star forums led by **Parker Palmer, Carlos Cortés,** and **Helen Astin Carole Leland**. All this before Derek Bok's Sunday evening keynote — a major statement, I hear, which Bok has been thinking about since fall.

BOOK TALK: New authors: Southeast Missouri's **Leslie Cochran,** of *Publish or Perish: The Wrong Issue* (Step Up, 314-334-8034). . . . **Charles Neff** and Barbara Leondar, of *Presidential Search* (AGB, 202-296-8400), a revision of John Nason's book on the topic. . . . AAC's annual Frederic W. Ness Book Award goes to Hampshire's **Frederick Weaver,** for his *Liberal Education: Critical Essays on Professions, Pedagogy, and Structure* (Teachers College Press).

HAPPY NEWS: Congratulations to **Elizabeth Tuthill,** who began her career in our office as a student intern, took a master's at Harvard, and is now at UMass as assistant to the interim president, **E.K. Fretwell.** . . . See all of you in Chicago, April 5-8, at the National Conference! ■

ANNOUNCING

Candidates Selected for 1992 Election

This spring, all AAHE members will elect by mail ballot four new members of AAHE's Board of Directors. In February, a nominating committee selected the slate of candidates offered below. The committee was chaired by Past Chair Alison Bernstein and included Board members Laura Rendon and Uri Treisman and AAHE member Christine Young.

AAHE bylaws state that additional candidates may be nominated by petition. Two hundred (200) member signatures are needed to nominate a candidate for the position of Vice Chair; 100 signatures are needed for any other Board position. Petitions must be submitted at Conference Headquarters (in the Chicago Hilton) before the end of the first full day of the 1992 National Conference (by midnight, Monday, April 6).

This year's slate of candidates for the 1992 AAHE Board of Directors is:

Vice Chair
(Four-year term on the Executive Committee; Chair in 1994-1995)

- **Helen S. Astin,** professor of higher education and associate director, Higher Education Research Institute, University of California, Los Angeles
- **Michael K. Hooker,** president, University of Maryland, Baltimore County
- **Bob H. Suzuki,** president, California State Polytechnic University-Pomona

Board Position #2
(Four-year term)

- **Carlos E. Cortés,** professor of history, University of California-Riverside
- **James C. Renick,** associate provost, George Mason University
- **R. Eugene Rice,** college vice president and dean of faculty, Antioch University

Board Position #3
(Four-year term)

- **Cary Israel,** executive director, Illinois Community College Board
- **Janet Lieberman,** assistant to the president, LaGuardia Community College
- **Tessa Tagle,** campus president, Medical Center Campus, Miami-Dade Community College

Board Position #4
(Four-year term)

- **Sarita E. Brown,** assistant dean, Office of Graduate Studies, University of Texas at Austin
- **Shirley S. Showalter,** professor and chair, Department of English, Goshen College
- **Chuck J. Supple,** vice president, Points of Light Foundation ■

AMERICAN ASSOCIATION FOR HIGHER EDUCATION

AAHE members receive free the *AAHE Bulletin* (ten issues/year) and *Change* magazine (six issues/year); significant discounts on conference registration; special rates on selected non-AAHE subscriptions; Hertz car rental discounts; and more. To join, complete this form and send it to AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110.

Membership *(choose one)*
Regular: ☐ 1 yr, $75 ☐ 2 yrs, $145 ☐ 3 yrs, $215
Retired: ☐ 1 yr, $45 Student: ☐ 1 yr, $45
(For all categories, add $8/year for membership outside the U.S.)

Caucuses *(you must be an AAHE member; choose same number of years as new membership above)*

Amer. Indian/Alaska Native:	☐ 1 yr, $10	☐ 2 yrs, $20	☐ 3 yrs, $30
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Black:	☐ 1 yr, $15	☐ 2 yrs, $30	☐ 3 yrs, $45
Hispanic:	☐ 1 yr, $25	☐ 2 yrs, $50	☐ 3 yrs, $75
Lesbian/Gay:	☐ 1 yr, $10	☐ 2 yrs, $20	☐ 3 yrs, $30

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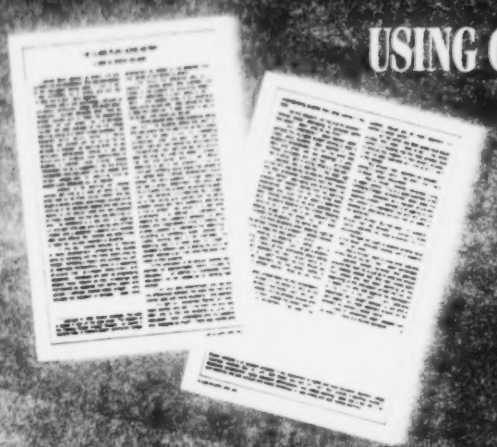
APRIL 1992 VOLUME 44/NUMBER 8

B U L L E T I N

AAHE
AMERICAN ASSOCIATION FOR HIGHER EDUCATION

INSERT: PRELIMINARY PROGRAM—AAHE'S CONFERENCE ON SCHOOL/COLLEGE COLLABORATION

HOW WE WORK: A CORPORATE VIEW OF CAMPUS PRACTICES
an interview with Jean C. Wyer



USING CASES TO TALK ABOUT TEACHING
by Pat Hutchings
with a case by Sharon McDade

ANSWERING THE BIG QUESTION: WHEN SHOULD I RETIRE?
by Clay Schoenfeld

AAHE NEWS · LETTERS · BULLETIN BOARD *by Ted Marchese* · DIRECTOR SEARCH

BEST COPY AVAILABLE

APRIL/1992 VOLUME 44/NUMBER 8

B U L L E T I N

In this issue:

We say the *Bulletin* is "practical." What do we mean? Readable . . . specific . . . concrete . . . a source of useful information, like that from author Clay Schoenfeld, in "When Should I Retire?," written for readers struggling with a difficult decision, or like that from Jean Wyer, in "How We Work," an interesting look back at specific aspects of her former life in academe.

This issue in particular takes "practical" to a new level. In "Using Cases to Talk About Teaching," you'll find a case — "The Class Plan Gone Astray," written up by Sharon McDade — ready for you to clip out and try on your campus. To urge you on, Pat Hutchings describes the virtues of cases for improving teaching, and lists people and places you can turn to for more information. You'll also find "teaching notes" for the case (which we invite you to supplement on the basis of your own campus discussion). Try it — just add discussants and stir..

This kind of "practicality" — the clip 'n try part — is something new for us. We're curious: Would you like to get more such material? If so, what kind? More cases? Survey instruments? Worksheets? Let us know, and we'll see what we can do. ***—BP***

3 **How We Work: A Corporate View of Campus Practices**/an interview with Jean C. Wyer/*by Ted Marchese*

6 **Using Cases to Talk About Teaching**/*by Pat Hutchings/with a case by Sharon McDade*

Insert:
Preliminary Program—Third National Conference on School/College Collaboration

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AAHE BULLETIN
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Managing Editor: Bry Pollack

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AMERICAN ASSOCIATION FOR HIGHER EDUCATION

HOW WE WORK

A CORPORATE VIEW OF CAMPUS PRACTICES

an interview with Jean C. Wyer
by Ted Marchese

In 1988, after eleven years on the business faculty of the College of William and Mary, Jean C. Wyer was recruited from academic life to join the headquarters staff of the "Big Six" accounting firm Coopers & Lybrand, where she is a director. At William and Mary, she had compiled an impressive publications record and received the Thomas Jefferson Teaching Award; at C&L, in addition to management duties, she has been a key figure in the audit firm's push for changes in audit education. Wyer is a Vassar graduate, holds advanced degrees in business and higher education, and is a C.P.A.; she has been an AAHE member since 1979.

Having made the transition from campus to corporate life, we wondered what perspectives Wyer now had on these respective worlds of work. We caught up with her earlier this year. —*Eds.*

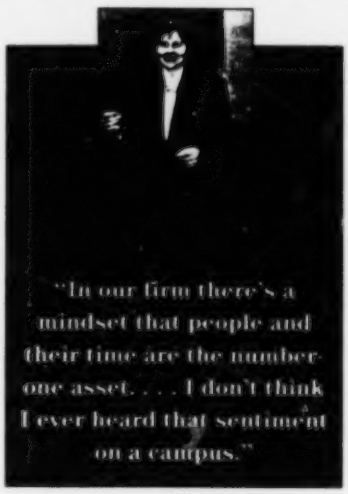
MARCHESE: Jean, you haven't changed disciplines, but it's a long way from teaching near Colonial Williamsburg to a corporate suite in Manhattan. Let's talk about the way people work in the two venues.

WYER: A first, striking difference is the corporate emphasis on teamwork. On campus, most of our work as faculty members is done alone. Our training, then our research and teaching, is done as an individual, which has the strength of providing a certain freedom and room for creativity.

In business, there's almost nothing you do alone or without the review of others. The ethic is that of teamwork and collective responsibility, and of group gain for group effort.

MARCHESE: One contrast here is that between business teams and campus committees.

WYER: Ted, I'm a fan of committees, believe it or not. But I have to say the ethos is different in a corporation. On campus, committee members often sit as independent agents whose mindset is that it's a zero-sum game and they're there to partition out something or negotiate settlements. In business there is a notion of a common goal; the function of teams is to make value, to make the pool larger for all of us. Despite personal differences, in business we learn to work together efficiently, because we have to.



"In our firm there's a mindset that people and their time are the number-one asset. . . . I don't think I ever heard that sentiment on a campus."

MARCHESE: Your sense is that higher education could benefit from a better sense of teamwork?

WYER: Yes, but don't get carried away with the idea that there's a wonderful model here. In fact, lots of corporate "teams" are transient and quite hierarchical. Campus committees, on the other hand, have very positive political and decision-making functions. When they work well, they bring varied constituencies together, pay good attention to process, and provide a clearer warrant for decisions. If we could combine those virtues with appropriate notions of teamwork, I think we'd develop a better organizational mousetrap.

Not incidently, I think universities have a better shot at picking up the teamwork idea than business has of learning about committees . . . the integration is more likely to occur on campus.

MARCHESE: Interesting . . . let's go to other changes you noticed in moving to corporate life.

WYER: One that wasn't hard to notice — just to accommodate to! — was that suddenly I had a staff and people to do things for me. At William and Mary, I was in a school with thirty-some faculty members and one very stressed secretary, downstairs from me. Because of the secretary's workload and distance, I wound up doing what most faculty do, spending large amounts of time photocopying, stapling, preparing handouts and overheads, returning books to the library, and so on.

At Coopers & Lybrand, I have staff who are wonderful, talented, motivated, and (I must say, because they'll see this) patiently training me to use them, to let go. What I'm learning about is *leverage*, which means using human beings for the level of task they're prepared for. It means pushing tasks down to the appropriate organizational level,

Note
Jean C. Wyer can be contacted at Coopers & Lybrand, 1251 Avenue of the Americas, New York, NY 10020.

empowering all staff to do the work that's right for them. As a result, like everybody else, I get to do the work that really needs *me*. I'm much more productive now in ways that count.

MARCHESE: Jean, this is excellent, but we're talking money here. A Big Six accounting firm has resources available to it that no university, especially a state-supported one, has access to.

WYER: True, up to a point, Ted. But in our firm there's a mindset that people and their time are the number-one asset, and that both have to be used as fully and well as possible. I don't think I ever heard that sentiment on a campus; there it still tends to be each person on his or her own.

MARCHESE: I want to keep pressing you on this point. Go back to your own unit at William and Mary; concretely, what would you do there?

WYER: At today's faculty salary levels, if you traded off one faculty line, you'd be able to add two mid-level staff. Then there would be help for all faculty, not just for copying and things like that, but for budget preparation and oversight, meeting arrangements, support for search committees, calendar and scheduling matters, dealing with external clienteles, student registration problems, computer assistance . . . in the long run, everybody would be much more efficient. And happier.

MARCHESE: With such assistance, the possibilities for your use of time jump upward.

WYER: In a professional services firm like C&L, where we bill by the hour, time is our "inventory." When I first moved into the firm, one of the first constraints I ran into was the requirement to log my time — on elaborate forms, no less, in fifteen-minute increments. On campus, I never thought in increments that small . . . fifteen minutes just disappeared. The forms were a real burden for me, they grated against my academic grain.

But what I've discovered over the past four years is that this forced practice has changed my behavior. As an accountant I should have known anyway, if you measure something, you'll pay attention to it. You start to see things you didn't see before, the time that slips away from you. You become better at allocating your time to the things that are important to you and at extinguishing things that are not.

MARCHESE: Knowing this, have you a sense of how you'd use time differently as a faculty member?

WYER: Basically, I'd want to spend time on things that add value to me or my work . . . on good talk with my faculty colleagues, for example. But some committee time would go right off my agenda; so would time for the inevitable campus squabbles. I'd look for ways around the repetitive, low-level tasks . . .

MARCHESE: . . . or those that are just wheel-spinning . . .

WYER: . . . to buy time for serious tasks.

"In a professional services firm like C&L, where we bill by the hour, time is our 'inventory.' When I first moved into the firm, one of the first constraints I ran into was the requirement to log my time — on elaborate forms, no less, in fifteen-minute increments."

MARCHESE: You're not suggesting here that faculty members ought to keep fifteen-minute logs, are you?

WYER: No, we're talking of ways to increase reflectiveness about the use of time, asking questions about which activities add value to your work. But I'd have no hesitation in recommending that for at least a week each semester, faculty track their time then reflect on what they see, maybe talk it over with a colleague. You can learn a lot.

MARCHESE: Jean, running through many of your comments is a sense of business interest in maximizing the potential in people.

WYER: Absolutely. Firms obsess on it; it's their strategic advantage. It means top-level staff support, as we've said. It means the fullest use of cost-effective technologies. And it means training, lots of it, continuously.

There's quite a contrast here with what I found in academe. When microcomputers first came out, for example, faculty members often bought their own and almost always had to teach themselves how to use them. Not so in business; the tool and the skills to use it were too important to leave to happenstance.

If the firm puts a person in a new post, there's training. If we send somebody to Tokyo, first we teach them some Japanese. By contrast, a university puts a faculty member in an administrative post, then in effect says, as far as how to do the new job, "It's your problem."

MARCHESE: Faculty or administrator, most colleges assume you're going to figure out how to do your own professional development, by yourself.

WYER: Yes, and the little support they give you is to go to an occasional conference or two. Which means that you have to construct your own education, if you can. That's not without value, but it has great inefficiencies, too.

MARCHESE: And it can be demoralizing.

WYER: Colleges can put people through hoops to get the simplest things done, like getting presentation slides made or an overhead projector. Some of these things do take money. But I also see attitudinal problems behind these situations. Colleges simply underinvest in supporting people and their productivity.

MARCHESE: Another aspect of this topic is the care paid in some businesses to getting people in the right jobs.

WYER: Great attention is paid to what and how people are doing in their work; you want appropriate variety and challenge in people's work as they develop in their careers. My firm runs what, in effect, is a large graduate school to help train our people as they make transitions and move up in the practice.

Alas — and I hesitate about generalizing like this — in faculty life I saw many people trapped in years of repetitive teaching assignments, with little institutional attention to their situation. I wish, at a minimum, there were more ways to provide faculty with greater variety and challenge across the years of their career . . . periods of high focus on teaching, for example, followed by blocks of time reserved for research and writing or for service opportunities.

MARCHESE: Jean, let's reset the agenda here and go back to differences you found in moving from campus to firm.

WYER: Yes; let's talk about quality. One of the great virtues of academic life is the independence you have as a faculty member, the freedom to manage your time, to speak, teach, and write without people constantly looking over your shoulder. From that freedom come great bursts of creative energy, as we know.

MARCHESE: There is peer review, of course, though I have to concede that it's often a light hand applied only to parts of our work — to funding proposals and scholarly writing, a bit in the promotion process, that's about it.

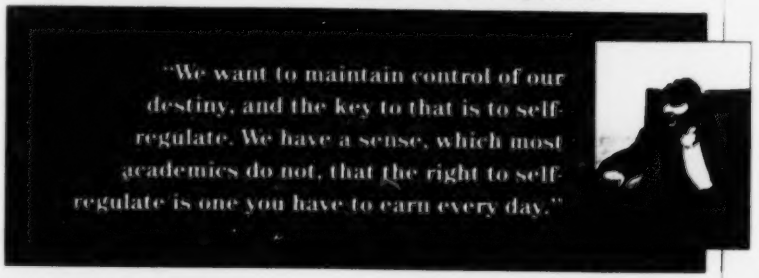
WYER: In colleges, except at some stopping points like appointment and continuation decisions, there's little by way of organized quality assurance. The assumption is that overall there's enough quality there to get by.

MARCHESE: No such assumption, I gather, can be made in business?

WYER: No, indeed. For starters, we have peer review at the level of the firm. In my industry we are required to hire another firm to come in and look at the work we do and render a report — a review that's much more rigorous, believe me, than its higher education parallel, regional accreditation.

Internally, the firm has a large quality-review unit, people who do nothing but quality review all the time. In our less-busy season, our practice people go around and review work on other engagements. During audits, when a partner encounters a particularly difficult issue, he or she is required to confer with experts within the firm and obtain a second opinion. On many audits we also require a concurrent, or "cold review," partner, someone who comes in, examines the work, and has to sign off before the engagement concludes.

MARCHESE: Pretty impressive safeguards . . . what drives all this?


"We want to maintain control of our destiny, and the key to that is to self-regulate. We have a sense, which most academics do not, that the right to self-regulate is one you have to earn every day."

WYER: One is something that academics are pretty much immune from: fear of litigation. Courts defer to academics but not to auditors. In the accounting world, practitioners work with complicated transactions, and sometimes we're one of the few sets of deep pockets that's left, which makes us a real target.

Our immense efforts at quality are also driven by a factor more relevant to higher education: We want to maintain control of our destiny, and the key to that is to self-regulate. We have a sense, which most academics do not, that the right to self-regulate is one you have to earn every day.

MARCHESE: I'd think another advantage of all this quality-assurance activity is the organizational learning it promotes.

WYER: Absolutely. All this review and oversight becomes an important information source for the firm. We learn a lot from the introspection, the ongoing peer review, about our processes as well as outputs, things we'd never know if we just assumed the quality was there.

MARCHESE: Mistakes still do occur, of course.

WYER: Sure, we're not perfect. But we want to be very careful that problems surface in the earliest review and that whatever process produced the error becomes known to us and doesn't continue.

MARCHESE: This fix on quality has to color corporate perceptions of higher education.

WYER: And how! Outsiders know a university does wonderful things but are perplexed by its inconsistencies, its inattentions and ragged edges, which it seems a bit too comfortable with.

MARCHESE: You must have heard a lot of things said about universities these past four years, not all of them positive.

WYER: Oh, indeed, and a lot of them based on real misperception or failures of explanation.

MARCHESE: Give me an example, Jean.

WYER: Recently I watched one of our partners at supper with some faculty members. "What are you teaching this semester?" he asked, and the answer was, "Well, I teach nine hours a week." I could see the partner's eyebrows furrow; I knew he was thinking, "Okay, that's Monday. What do you do the rest of the week?"

Academics should know that when they talk across this boundary, that the people on the other side don't always understand, for example, the meaning of a nine-hour teaching load and how much preparation and work with students goes into it. Sometimes, as in this case, academe's familiar, shorthand ways of saying things don't really bridge the gap.

MARCHESE: Another example?

WYER: I had a senior partner to phone a faculty member at his office, only to be told by the departmental secretary that the faculty member had gone home for the day — this was at 2:30 in the afternoon. I've been told that, too, more than once.

MARCHESE: We both know that instructor probably has a cramped office, maybe a shared one, and went home with thirty-five 20-page papers to grade.

WYER: You know and I know that a lot of academic work is

(continued on page 14)

"Try it, you'll like it!"

USING CASES TO TALK ABOUT TEACHING

Whether you're new to the case method or a veteran, try "The Class Plan Gone Astray," provided here by AAHE's Teaching Initiative, and give us your feedback.

by Pat Hutchings

Serious attention to the improvement of teaching is on the rise on campuses. But what's the best route to improvement? How can faculty be most helpful to one another? What's the most productive way to talk about important pedagogical issues? One answer that looks increasingly promising is *cases* — narrative, storylike accounts of teaching and learning incidents that raise pedagogical issues in faculty discussion. The case method of teaching has a long history in fields such as business and law, and is now finding a niche in teaching.

It's been a year and a half since AAHE's Lilly-funded project to develop cases about college teaching and learning got under way; a first report on it appeared in the September 1990 *Bulletin*. Now, halfway through the project timeline, we thought it would be appropriate to say a bit about what we're learning, give an update on the project, and invite you to try cases on your own campus.

Why Cases?

What makes cases a powerful tool for faculty development? One answer is that they are just plain *interesting*. In contrast to tips and truisms, cases tell a story, involving us in particular settings with particular people whose problems and circumstances we puzzle over, debate about, relate to. Implicit here is a second reason for the power of cases — that in their detail and particularity, cases represent the realities of teaching, where what is at stake is not application of general principles but on-the-spot decisions about a complex, dynamic, context-specific process.

As such, cases have a distinctive power to prompt powerful faculty discussion of teaching and learning:

- Cases "situate" discussion of teaching and learning in specific contexts and settings; they keep principles connected to particulars.
- Because they're about "someone else," cases make it possible for faculty to talk about teaching without "ego investment." Things get said that wouldn't otherwise.
- Cases invite faculty to share perspectives and to articulate a wisdom of experience that often otherwise remains unspoken.
- Cases make teaching an intellectually engaging subject of discussion. . . . As one faculty participant in an AAHE case workshop more pithily put it, "This is the best discussion of teaching I've had in twenty years."

Toward Reflective Practice

How to make such powerful discussions happen? What's "the method"? Veterans of the case method point out that the power of cases depends in large part on a skillful facilitator: someone who can draw out different views, sharpen perspectives, keep comments tied to the particulars of the case, deepen analysis. . . . But there's no single right way to discuss cases. Some case discussion leaders are quiet and self-effacing, others aggressive and conflict-provoking.

Settings and occasions can vary as well. Depending on purposes (and on the case itself), discussion can be discipline-based or interdisciplinary. Groups can be large or small. Particularly with large groups, one might want to

About AAHE's Teaching Initiative

Made possible by a generous gift from Allen Jossey-Bass, the AAHE Teaching Initiative includes a number of activities aimed at improving college teaching and learning. In addition to the project on cases (described here), the Teaching Initiative cosponsors a national conference on TA training (the fourth such gathering will take place in Fall 1993); brings faculty together at AAHE's National Conference each year for a special Forum on Exemplary Teaching; and works with campuses to promote the development and use of the teaching portfolio to document effective teaching. The Teaching Initiative recently published a monograph, *The Teaching Portfolio: Capturing the Scholarship in Teaching*, which can be ordered for $12.95 (prepaid) from the AAHE Publications Dept.

The *AAHE Bulletin* often features the activities of the Teaching Initiative, but the special project also publishes an occasional "Memo From the Teaching Initiative," a vehicle for staying in touch with people who have a special interest in the improvement of teaching and learning. To receive future copies of the memo, ask the Teaching Initiative to add your name to its mailing list.

For more about the Teaching Initiative, contact Pat Hutchings, Project Director, or Erin Anderson, Project Assistant, The Teaching Initiative, American Association for Higher Education, One Dupont Circle, Suite 360, Washington, DC 20036-1110; ph. (202) 293-6440, fax (202) 293-0073, Bitnet: AAHEPH @ GWUVM.

begin with plenary discussion that puts issues on the table, then invite faculty to work in smaller groups to pursue those issues, identify and discuss others, and make connections with their own teaching.

Regardless of how discussion is arranged, the point — case practitioners would all agree — is not to come to *the* right answer but to understand the dynamics of the particular situation more clearly, to think through the merits of this or that decision by the teacher. The aim is not a new strategy for Monday morning; the aim — in Donald Schön's terms — is "reflective practice."

AAHE's Project on Cases

Funded by Lilly Endowment Inc., the AAHE Teaching Initiative has under way a project — Cases About College Teaching and Learning — to develop cases in a variety of disciplines that can be used to prompt more reflective teaching practice.

Now halfway through our project timeline, more than 600 faculty, from campuses of all kinds, have participated in workshops on the development and use of cases. Many have undertaken to write cases: Mort Winston, of Trenton State College, for instance, sees his case "Justice in Political Philosophy" as a vehicle for raising issues about grading but also about deeper political differences between teacher and student. . . . "Barbara Miles' Worst Nightmare," a case by Barbara Millis of the University of Maryland University College, focuses attention on a class in children's literature where a cooperative learning strategy somehow goes wrong. . . . Jerry Evensky, a member of the economics department at Syracuse University, hopes his case "The Leslies" will be a tool to help faculty think more constructively about student underpreparation.

These cases are part of a growing case clearinghouse through which the Teaching Initiative is now responding to campus requests (a dozen or so this past month) for cases that faculty groups can read and discuss. Our current collection includes cases about a range of disciplines and

Other Sources of Cases and Resources

If the teaching of writing is a concern on your campus, you'll want to know about *The New Teacher in Context: Scenarios and Discussion Questions for Teachers of College Writing Courses.* Produced under the auspices of the Alliance for Undergraduate Education, this collection of twenty-four cases, written by five faculty, is designed to prompt campus discussion about course planning, assignment design, responding to student work, and other issues in the teaching of writing. For information about ordering this case collection, contact:

Anne K. Nelson, Executive Director, Alliance for Undergraduate Education, 405 Old Main, Pennsylvania State University, University Park, PA 16802; ph. (814) 865-2960

Just about every campus these days is concerned about issues of diversity in the classroom. Cases designed to prompt faculty discussion of such issues are now being developed at Pace University by Rita Silverman and William Welty. With support from FIPSE, they plan to produce about thirty cases over the course of the three-year project; several are now complete. To talk to them about using those cases, contact:

The Center for Case Studies in Education, School of Education, Pace University, 78 North Broadway, White Plains, NY 10603; ph. (914) 422-4321 (Silverman), or (212) 346-1939 (Welty)

Prior to their current project at Pace, Silverman and Welty developed and published a collection of cases for teacher education. In fact, a number of such collections and an active network of case practitioners in the teacher-education community now exist. A good place to learn about what's happening and who's doing it is from Judith Shulman, who has published several practitioner-authored case collections and a volume exploring the role of cases in teacher education.

Judith Shulman, Far West Laboratory for Educational Research and Development, 730 Harrison Street, San Francisco, CA 94107-1242; ph. (415) 565-3057

Harvard University continues its tradition of work on cases. Under the direction of Katherine Merseth, the newly established Roderick MacDougall Center for Case Development and Teaching undertakes activities related to the use of cases and case-based instruction, including training seminars led by Harvard and other faculty. A first such seminar will be held the week of January 11-15, 1993, and will be open to all college faculty who want to learn more about the case method and how to use it. The seminar leader is C. Roland Christensen, author of what many consider *the* key text in the field, *Teaching and the Case Method.* For more information, contact:

Katherine Merseth, Director, Roderick MacDougall Center for Case Development and Teaching, Harvard University, Graduate School of Education, Cambridge, MA 02138-3704; ph. (617) 496-3785

Harvard is also headquarters for a Pew-funded program to encourage faculty in international affairs to write and use cases in their own courses. Along the way, program director John Boehrer has developed six cases *about* the teaching of international affairs. Those cases can be purchased through the Case Program, Kennedy School of Government, by calling (617) 495-9523). For more information, contact:

John Boehrer, Director, Pew Faculty Fellowship in International Affairs, John F. Kennedy School of Government, 79 John F. Kennedy Street, Cambridge, MA 02138; ph. (617) 495-1484

settings; some on the longish side, some shorter; some quite polished, others in process. All, we think, are thought-provoking. If you're interested in using any of them on your campus, contact the Teaching Initiative, at AAHE.

A Case to Try Now

The proof is in the pudding, and a good place to begin testing the power of the case method in your *own* setting is with the case we've reproduced here, "The Class Plan Gone Astray." Its author, Sharon McDade, is now a faculty member at Teachers College, but she's a veteran of the case method from her years as director of Harvard's Institute for Educational Management (where sessions are conducted exclusively through the case method); not coincidentally, she's also an AAHE Board member. "The Class Plan Gone Astray" is based on a story a faculty member told in a case-writing workshop McDade conducted at Daytona Beach Community College.

"The Class Plan Gone Astray" is a useful entree to the case method for several reasons. First, it's short enough to use in a relatively brief time frame: In an hour or so, faculty can read the case (twice probably) and begin discussing it. Second, it focuses (as cases are distinctly suited to do) on the teaching of particular content (theories of moral development); yet it speaks as well to faculty across disciplines. Indeed, the case raises a number of issues that are very much "on the table" for faculty today: issues about how to connect classroom learning with student experience beyond the classroom; about the teaching of critical thinking and how class discussion can (but sometimes doesn't) promote that end; about gender issues in the classroom. As the title suggests, it also raises issues about control: How much conflict is a good thing in the classroom? How much should a teacher guide discussion, and how much let it take its own course?

In addition to the case itself, we've also included a box containing pointers for using it (see Teaching Notes). Our hope is that you'll try "The Class Plan Gone Astray" on your campus, then write to let us know what happened. What issues did you or your faculty see in the case? What advice would you give others who want to use this case with faculty groups? Write to "The Class Plan Gone Astray," c/o AAHE Bulletin. We'll hope to print selected responses to the case in a future issue. ■

Pat Hutchings is director of AAHE's Teaching Initiative, One Dupont Circle, Suite 360, Washington, DC 20036.

Teaching Notes for "The Class Plan Gone Astray"

We hope you'll find "The Class Plan Gone Astray" engaging, and that you'll use it to explore the virtues of the case method with faculty on your campus. As the discussion leader, you might find the following suggestions helpful.

(1) Case discussions have a way of taking their own direction, but it's possible to map out several useful stages. For starters, of course, the audience needs time to read the case — twice if possible; ten or twelve minutes should suffice for "The Class Plan Gone Astray." Once ready to begin, participants can be asked to *describe the situation*: Who are the characters? Where are we? What is happening? The point here is to get critical details out on the table (a more controversial process than one might think). A second stage of discussion moves to *questions of "why"*: Why is Dolores up against the blackboard? What has gone wrong? At what point(s)? Here the aim is problem identification, diagnosis, analysis. Finally, discussion turns to *the search for solutions*, the problem-solving stage of the discussion, the goal of which is not to find *the* one right solution but to pose, consider, and evaluate possible alternative strategies. Should Dolores have started rather than ended class with discussion? What might have happened if she had? What would have been lost by doing so? Gained? What should she do next?

(2) Almost inevitably by this time, discussion will occasionally have shifted from Dolores's fictional situation to the real experiences of your faculty participants. That's a tricky shift (since it risks getting away from the particulars of the case itself), but it's a potentially powerful step in making cases useful to faculty. On one campus where cases are used for new faculty orientation, discussion ends in small groups where faculty talk about the implications of both the case and their discussion of it for what they will do in their own classes.

(3) What's the best way to move a group through a useful case discussion? Does it matter how the room's arranged? Is a blackboard important? For a wonderful account of questions such as these, check your library for William Welty's article "Discussion Method Teaching: How to Make It Work," in the July/August 1989 *Change*.

Teaching notes often include an analysis of the case and an account of the framework or assumptions from which useful analysis might proceed. There are things that could be said, for instance, about the teaching of critical thinking in "The Class Plan Gone Astray", for example, about Dolores's failure adequately to distinguish critical thinking from class discussion, about the match between polarized debate (such as that her students quickly get into) and critical thinking, about the relevance of work by William Perry, and so forth. Rather than lay out a series of such notes here, we invite you to *add your own teaching note* to those above.

Your teaching note can take up whatever issues and observations seem most central to you. Your aim is to provide guidance to others who want to use "The Class Plan Gone Astray" with faculty groups. Some possible starting points:

- What do you see as the key issue(s) of the case, and how would you think your way toward relevant "solutions"?
- Are there (apparently) secondary issues that should be taken seriously?
- What insights do you draw from faculty discussion of the case on your campus?
- What alternative frameworks for analysis do faculty groups bring to the case?
- What distinctive point of view would the psychology department bring to the case? How would their discussion be different from a more cross-disciplinary one?

We're eager for your answers to such questions. Please send your contributions to the Teaching Notes for this case to "The Class Plan Gone Astray," c/o AAHE Bulletin. We'll hope to print selected responses in a future issue.

THE CLASS PLAN GONE ASTRAY

*a case by Sharon McDade**

Dolores Taylor backed up slowly until she bumped into the blackboard. She was bewildered by the discussion taking place in front of her. It was completely out of control, and she had no idea how to pull it back together.

Dolores was a new psychology instructor at Johnstown Community College. She taught basic, introductory courses. Because other, more advanced courses built on these, the department provided her with syllabi. Her first-semester courses had been average for the first college teaching outing of a newly minted professor. Her assigned senior faculty mentor, Dr. Randy Harding, had worked with her during the first semester to sharpen her teaching skills. He had particularly admonished Dolores to use less lecture and to introduce more opportunities for students to practice critical thinking. Dolores interpreted this as a suggestion that she should incorporate more discussion into her classes. She herself categorized her teaching style as academically adequate but not inspired.

In addition to her teaching job, Dolores worked part-time at a local gift store to make ends meet for her three, young children. She had taught a variety of basic psychology courses while working on her doctorate degree and was relying heavily on the lecture notes she had prepared for those classes now that she was teaching full-time. The transitions to a new town, to juggling full- and part-time jobs, and to taking care of three children and a salesman-husband who traveled often were difficult. Still, Dolores was determined to make her courses important to students.

On this day, Dolores lectured on theories of moral development, comparing the studies done by Kohlberg with the more recent ones by Gilligan. Kohlberg's theory, she pointed out with an overhead transparency, relies on a reasoning structure that "privileges detachment and objectivity"; individuals are seen as progressing toward moral maturity as they increasingly see themselves as separate from family, peers, and society. In contrast, Dolores noted, Gilligan — who focused her research on females — sees moral development as related to (not separate from) one's sense of connection to others.

"How would this difference play out in practice?" Dolores asked. She illustrated one answer to that question by recounting research based on responses to a story about a man — Heinz — who needed money to buy expensive medicine for his sick wife. "Was it ethical for Heinz to steal the medicine? To steal money to pay for the drugs? How would you decide?"

Dolores paused after these questions, letting them sink in for students before she went on. She was aware that this was tricky territory, where it was all too easy to slip into misleading dichotomies. "Note," she said, "that men and women might very well resolve the Heinz dilemma in the same way; they might both say Heinz should steal the drug. But what the research shows is that men and women *tend* to use different reasoning to get to their answers." Thus, she continued, Kohlberg would argue that people at the highest level of ethical development would answer "the Heinz question" through reasoning that had a certain detachment; they would see the principles of the problem as something apart from their personal circumstances. But Gilligan found that young girls queried with the same problem would ask many questions, attempting to find a context. They would try to add other dimensions, in an attempt to understand the reasons for the husband's behavior "by deliberately and imaginatively trying to extend into another's position to understand the reasoning." According to Kohlberg's scale, Dolores concluded, pointing back to her overhead, this reasoning was on a lower level; for Gilligan it indicated a different way of seeing the world, as women listened to an inner voice that drew them closer to their subjects.

At the conclusion of her lecture, Dolores had planned for approximately twenty minutes of discussion — an attempt to incorporate more discussion into her classes as Dr. Harding had advised.

"From your daily experiences, how real are the differences between the ways that men and women deal with moral situations?" she opened.

"It's right on!" exclaimed Rachel, an older, black woman who sat in the front row and was often one of the first students to jump into discussion. "Now I understand why my husband and I disagree so much!" There was friendly and

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* Copyright © 1990, Sharon McDade. This case is based in part on the case study "The Mystery of the Missing Master English Student," by Donna K. Warford-Alley, of Daytona Beach Community College.

understanding laughter from other women in the class.

"Did this research *not* ring true for anyone?" Dolores asked, attempting to generate some discussion. "Jason, what do you think?"

"I don't understand it," Jason retorted. Jason, perhaps the youngest student among a class of mostly adult students, often seemed to view situations simplistically. For him, the world was black and white, with few shadings of gray. "Ethical principles are just that — principles. They're either right or wrong. What's to discuss?"

Gabrielle was a teacher in the local high school who was taking courses for recertification. She often answered questions from the context of her Catholic upbringing and illuminated her answers with relevant stories from her teaching experiences. Clearly from her now tense body language, she could not let Jason's statement pass. Dolores pointed to her and Gabrielle shot back. "Situations depend on the context. Stealing medicine for a sick wife is very different from stealing drugs on the street. You can't even consider the situations in the same way."

"Are there situations when stealing might be the ethical choice for a problem?" asked Dolores, trying to keep the discussion in control.

"Stealing is stealing. It's either right or wrong," Jason retorted. "Look, I've got a situation for you. There's all this controversy about letting women reporters into men's locker rooms. Is it ethical? Is it right? Answer me this: Would we let male reporters into the locker rooms of women's athletic teams? What do you think, Gabrielle?"

Gabrielle jumped back into the conversation. "It isn't that simple. It's not either/or. Why do the reporters interview in the locker room? Why can't they all wait outside until the athletes shower and dress and catch them outside the locker room?"

"No," Jason exclaimed. "That wasn't the question. Would you let male reporters into women's locker rooms?"

"It isn't fair either way. Both sexes have equal access. Why does it have to be in the locker rooms? It's insulting that the male athletes have to endure the invasion of their privacy anyway." It did not take Gabrielle any time at all to warm to the debate.

"But should male reporters be allowed in women's locker rooms? They aren't now. That's not equal," Jason rebounded.

"Wait a minute," Dolores interjected, trying to regain control. "This is a good example of the Kohlberg/Gilligan dichotomies. Jason sees this question in opposites, as a logically structured, objective problem. Gabrielle is struggling to find the context, to understand how and why, and to develop an alternative solution that will settle all the demands."

Jason blurted, "But that wasn't my question. Should men be allowed in women's locker rooms? Gabrielle, you never answered. You only equivocated."

"Perhaps we ought to explore another facet of this issue," ventured Dolores, with a pleading note in her voice.

"Wait a minute. I want to know what Gabrielle thinks. Would you let in men?" Jason demanded.

Gabrielle looked cornered. She glanced around the room for a cue as to what she should do. Dolores looked lost. She had moved back from where she had been standing at the beginning of the discussion amidst the first row of desks until she was against the blackboard at the front of the room. Finally Gabrielle responded, as if caught between a rock and a hard place, "No, male reporters should not be allowed into women's locker rooms."

"I knew it!" exclaimed Jason, pleased with his victory. "There *is* a double standard!" ■

Sharon McDade is an assistant professor in the Department of Higher and Adult Education, Teachers College, Columbia University, Box 101, 525 120th Street, New York, NY 11027. She currently is teaching courses in leadership development, higher education administration, and college teaching. Cases play a key role in her own teaching; she also consults and directs workshops on case writing and case-method teaching.

ANSWERING THE BIG QUESTION
WHEN SHOULD I RETIRE?

by Clay Schoenfeld

In the next twelve years or so, the number of academics about to retire will exceed any past figure for a comparable period — if all present demographic assumptions are correct. Three principal reasons account for this:

- The massive cohort of academic personnel hired during 1955-1964, now graying and entering the zone of "normal" retirement age.
- The removal of all institution-imposed mandatory retirement ages, as of January 1, 1994, which will render age at retirement for all academics a matter of personal choice.
- Pressing environmental factors complicating that personal choice, including an uncertain economy; increasing longevity; volatile Social Security regulations, Medicare policies, and tax laws; and more — all adding up to an erosion of convention regarding retirement norms.

Since no memory runneth to the contrary, the vast majority — at least 85 percent — of institutions of higher education have told their faculty and staff when to retire. Now, free to make that choice themselves, faculty and their compatriots in academe are facing questions hitherto unposed.

Changing Retirement Norms

Surveying some 100 colleges and universities country wide that offer at least the baccalaureate, Penn State scholars G. Gregory Lozier and Michael J. Dooris (1991) found that the average age of faculty at retirement during 1982-1988 was 64. That figure differed only very slightly whether an institution had a mandatory retirement age of 65 (63.8) or of 70 (64.3); whether it was independent (65.3) or public (63.5); whether it had a defined benefit retirement plan (63.1) or a defined contribution program (65.3); whether the institution was in the Northeast (64.0), Midwest (64.9), South (63.6), or West (63.2); whether in that time frame the institution had changed its mandatory retirement age from 65 to 70 (63.8 to 63.8) or from 65 to none (64.7 to 63.6).

So for what it's worth, if you want to go with the flow of history, you'll retire between 62 and 67. But remember, there's now no law that says you have to.

Clay Schoenfeld is emeritus professor of journalism/mass communications and environmental studies and emeritus dean of Inter-College Programs, University of Wisconsin-Madison. He can be contacted c/o Magna Publications, 2718 Dryden Dr., Madison, WI 53704.

While retirement is a very personal decision, you might find it helpful to know what factors are reported to have influenced the retirement decisions of colleagues who've preceded you. Lozier and Dooris, surveying 518 retired faculty members from those same 100 institutions, asked them to rate the importance of eighteen factors in their decision to retire. (The respondents ranged in age from 55 to 70+.) Here are the results of the survey, in which 1="not important" and 6="very important":

Factor	Rating
overall financial status	4.4
eligibility for full retirement benefits	4.4
desirability of more personal family time	4.1
other interests	3.5
working conditions or policies	2.9
availability of early retirement incentive benefits	2.6
personal health	2.5
annual salary increases	2.2
availability of emeritus benefits	2.2
mandatory retirement policies	2.1
other employment opportunities, including self employment	2.0
health of a spouse	1.9
administrative pressure	1.8
state of the economy	1.8
interaction with coworkers	1.7
budget cutbacks	1.7
curricular revisions	1.6
timing of a spouse's retirement	1.5

As you can see, money talks. So, if your overriding concern in arriving at a "when and how" decision is your financial condition upon retirement, you've got a lot of company.

Interestingly, however, when the researchers examined their data in more detail, they found the following:

• For 20 percent of the respondents, the three most highly rated factors weren't important at all.

• While a full 80 percent said any mandatory retirement age was not a significant factor, 17 percent said they might have stayed on the payroll indefinitely if mandatory retirement had been uncapped at the time.

• "Working conditions or policies" figured heavily in the decision of faculty in agriculture and library science.

• Female faculty, regardless of discipline, were more likely than male to rank "working conditions or policies" as a key factor.

• For more than 20 percent of the cohort, "availability of early retirement incentive benefits" was the most important factor.

Thus, retirement remains a very individual affair. While it's nice to know how the rest of the world thinks, you shouldn't allow peer reports to warp your own approach to one of the most important decisions of your life.

Knowing When You're Ready

As individual as the decision should be, environmental factors, both institutional and personal, can impinge on your freedom of choice. Let me offer a few opinions:

• Oscar Ruebhausen (1990) speculates about some of the forces that might be at work on you: You might yearn for new challenges, a new career, a new climate, or even new colleagues. Or you might wish to retire not because you think you have lost competence, but because you have achieved that measure of psychological security, economic independence, and personal dignity that enables you to say, "I don't want to be bossed any more" — not by provosts, deans, colleagues, students.

Or, as Ruebhausen points out: Students might cease to sign up for your classes. Your research grant funds run dry. No one calls you for institutional, professional, or public service. Your area of expertise might decline in relevance. You are disinclined to adapt to high-tech classrooms, labs, libraries, offices. The financial condition of your institution might cry out for staff reductions, or room could be needed for persons of greater professional potential, for women, or for minorities.

• After hearing from 1,500 retired annuitants, Mario Milletti (1989), of TIAA-CREF, reports that while most of them are comparatively well off, in good health, and satisfied with retirement, others wish they had delayed retirement to better confront inflation and the high cost of prolonged illness.

The trick is to read the handwriting on the wall and respond accordingly. As Jack Nicklaus once said, "I know when it is I want to quit, but I'm not sure I'll recognize it when I get there."

• John Creswell, et al. (1990), after interviewing a large cross section of department chairs, list signs such as these of persons who should begin to bring their active campus careers to a close: Dissatisfaction with work roles or assignments ("there was very little professional will left in him"). Lacking or losing enthusiasm, getting stale, or suffering burnout ("she started coming in late, and withdrew into herself"). Performing minimal duties, doing only what crosses the desk ("he taught classes and that's about all"). Negative attitude ("she had a chip on her shoulder").

On the other hand, you might be a late bloomer, whose spirit belies your age. At 69, you're at the peak in perception, and you don't want to leave either the work you still can do well or the perks that go along with professing. You want to quit while you're ahead, but you don't think now's quite the time.

The trick is to read the handwriting on the wall and respond accordingly. As Jack Nicklaus once said, "I know when it is I want to quit, but I'm not sure I'll recognize it when I get there."

Anticipating the Essentials

To an extent as surprising as it is gratifying, both empirical and anecdotal data agree on the basic considerations — what I call the "Triple A" essentials — that make the difference between a satisfying retirement and one fraught with frustrations.

Adequate income stream. No single income stream size will meet the goal of every retiring faculty or staff member. However, the Commission on College Retirement (Ruebhausen 1990) does offer five basic principles. If your situation falls short, you might or might not have the time or latitude to improve it, but at least now you know what to look at. Ideally your pension should provide the following:

• Income for the lifetimes of you and your spouse.

• Income that can be expected to maintain a standard of living comparable to that you enjoyed immediately prior to retirement. Social Security benefits, spousal earnings, savings, and income from other assets are also important contributors.

• Portability; that is, it should follow you without penalty to any new position.

• Reasonable flexibility in selection of plan managers, investment objectives, and the agency(s) that will provide your lifetime annuity.

• Financial information and planning services.

Affordable health care. In all likelihood, nothing in your spectrum of retirement concerns is so uncertain as your ability to meet highly unpredictable costs of illness or long-term care, and much of that uncertainty is not amenable to your sure intervention. It's a jungle out there, but judicious planning can help. At a minimum, here are some questions you ought to be asking:

• When I retire, can I continue to be a member of the group health insurance plan(s) covering me now? If I die first, can my surviving spouse remain covered?

• Will my institution contribute all or any premium costs, or will

I be on my own?

- Will my coverage erode? If so, how? Could stringent cost-containment by the insurance provider curtail my actual coverage?
- Will my coverage be portable, or will it be restricted to a site-specific HMO?
- Can I supplement my basic medical and hospital coverage with specialized policies? Should I?
- To what extent will Medicare help?
- Will my campus help alleviate the health care cost/benefit crunch? Will the problem finally be solved by some form of national system?
- Will Medicaid come to my rescue?
- What about long-term care in a hospice or nursing home? Will the Commission on College Retirement's proposal for a Consortium of Long-Term Care Plans for College and University Personnel actually materialize to offer affordable comprehensive group insurance?
- If I'm well covered by insurance, will adequate-to-excellent medical and hospital care be available?

Abiding activities for self-fulfillment. Essential to you — and important for your fellow human beings — is maintaining your sense of identity, dignity, and self-worth. Nothing can be so destructive as a sudden loss of status. One day you're Herr, Professor, Dean, Assistant to the Associate Provost, whatever . . . and the next day you're just a Social Security number. One day you're shouting, "I'm free at last" . . . the next you're wallowing in aimless idleness. With some imaginative planning and active pursuit, it doesn't have to be that way.

For example, you and your institution can team up to help preserve your sense of status and mutually beneficial contributions — through programs such as these recommended by the Commission on College Retirement:

- Working part-time in your department or office.
- Participating in ongoing research programs.
- Performing in an area different from your preretirement career.
- Presenting noncredit or retiree courses and seminars.
- Acting as consultant to your old office or a related office.
- Serving as a campus spokesperson to campus constituencies.
- Working with student groups.

Your self-fulfilling activities needn't be confined to liaison with your former institution, or even a similar one. Indeed, you might find it exhilarating to turn your back on your old haunts and march, breast forward, into the unknown.

You probably plotted your career with diligence and finesse — which courses, which dissertation topic, which institution. Winding down that career should be the subject of equal effort.

Confronting the Need for Planning

For some reason or other, academics seem to have an unfortunate aversion to contemplating retirement, much less planning for it. Why is retirement planning so important? As the Commission on College Retirement says:

> *Planning is vital to the faculty/staff member in order to prepare for the postretirement years, to organize a life of reduced stress, to launch a new career, or to take advantage of other opportunities for personal growth and enjoyment. . . . Only with planning can there be reasonable assurance that retirement will, in fact, be a career change and not merely a cessation of activity.*

Planning is certainly not alien to an academic. You probably plotted your career with diligence and finesse — which courses, which dissertation topic, which institution. Winding down that career should be the subject of equal effort. As Confucius said: "One should be as careful at the end as at the beginning."

On the one hand, the longer you wait to begin, the more accurately you will be able to estimate that crucial "replacement ratio" — how much of your preretirement income you'll need to replace with retirement income to maintain your standard of living. And the longer you wait, the less likely it is that you'll be so consumed by thinkang about retirement that you divert yourself from what's going on in some of the best years of your career.

On the other, the longer you postpone retirement planning, the less time you'll have to stockpile retirement income, ensure continuing health care, and work out the details of self-fulfilling years to come. Indeed, tardy planning can lead to a debilitating final period of active duty.

On average, you should begin to get your ducks in order no later than age 55. At or about that age, with any luck, you'll have enough disposable income for investment to significantly influence your bottom line and sufficient time to begin planning how you'll turn your ideas for spending your retirement years into reality. ■

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Note

This article is adapted from the author's book *Retirement 101: A Survey Course for Senior Academic Faculty and Staff*, to be published in late 1992 by Magna Publications, where Schoenfeld is contributing editor on the newsletters *Academic Leader* and *Administrator*.

Insert:

1992 National Conference on School/College Collaboration

The preliminary program and registration materials for AAHE's Third National Conference on School/College Collaboration (June 28-July 1, in San Diego) have been inserted in this issue. The conference offers many stimulating speakers, including **Lauren Resnick, Samuel Betances,** and **Asa Hilliard,** as well as a full program of concurrent sessions and a special celebration of ten years of Academic Alliances.

Register by *June 5, 1992,* and save $20.

AAHE Moves

In mid-March, AAHE made its move from Suite 600 to Suite 360 in the One Dupont Circle building. After a hectic (and messy) few days, staff and equipment are settled into the new space. The Association's phone and fax numbers did not change.

Assessment Forum:

New Director Sought

Next September, after nearly three years as director of the AAHE Assessment Forum, Barbara Wright returns to her faculty position at the University of Connecticut. Barbara has done a great job, and it's hard to see her go.

Her departure, however, does not signal the end of AAHE's involvement in assessment. An eighth AAHE Conference on Assessment in Higher Education tentatively has been scheduled for summer 1993. AAHE also will continue to provide leadership, organize special seminars, conduct workshops, and the like.

AAHE now begins the search for a new assessment director. The position requires experience with the assessment of student learning and interest in work on the issue at a national level. To receive a copy of the position description, contact Elizabeth Francis, project assistant, at AAHE.

The Seventh AAHE Conference on

ASSESSMENT

IN HIGHER EDUCATION

The national conversation about educational quality is heating up, with more at stake than ever—and assessment is at the center. It's essential to keep abreast, so attend the AAHE conference that's become the most important assessment event of the year, **June 21-24, 1992,** at the Fontainebleau Hilton in **Miami Beach.** You'll find candid discussion of national trends and the new calls for accountability, along with guidance for sound, cost-effective campus practice.

This year's special focus: assessment in the discipline, the major, and in professional or vocational programs. In addition: up-to-the-minute information about changing state mandates, accreditation requirements, Total Quality Management, and performance-based methods, plus innovative approaches to using assessment for educational improvement. You'll find workshops and sessions on assessment of basic skills, general education, student development, and more, geared to everyone from novice to veteran.

Be ready for the challenges of accountability and quality improvement. Join AAHE for three days of hard thinking, strategizing, and networking. For even greater campus impact, assemble a team and take advantage of discounted registration rates. Contact:

THE AAHE ASSESSMENT FORUM

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American Association for Higher Education

ACT, SAT — Two Peas

Jerry Miller's response ("ACT Cries Foul," Letters, February) to Dr. Edgerton describes the ACT as a "curriculum-based achievement examination," while leaving the SAT with the label "an aptitude test." I would demur. All data I have seen over thirty years supports the view that the two tests are as alike as peas in a pod; both are substantially "curriculum-based" in the sense intended.

However, neither is curriculum-based in the sense that test content is taught directly. I think this was the real focus of Dr. Edgerton's concern, and that it led to his unfortunate choice of words: "not tied to school curricula." Better, perhaps, to say: "not sufficiently tied to school teaching." I think that if we value the tests and what they measure, there *should* be teachers in high schools teaching these materials and the skills they demand directly; teachers to whom the students can turn for guidance regarding the tests. Miller's response, by implying that ACT *is* sufficiently teacher-related, seems to me likely to promote error.

Thomas F. Donlon
Director, Office of Test Development and Research, Thomas Edison State College

Wyer, cont.

like the bottom of the iceberg. But what does the partner know, and how did this sound? Fact is, most of the world's work *can't* be done at home . . . whether you're a truck driver, architect, in sales or accountancy, you're *at* work or you're probably not working.

MARCHESE: It's hard to explain the bottom of an iceberg in twenty-five words or less.

WYER: I know. In the meantime, my advice to readers would be, tell your phone answerers that anyone who is out of the office is "out of the office," and that's all you say.

MARCHESE: Jean, thank you for your observations! ■

Bulletin Board

by Ted Marchese

Many odds and ends this time in the busy days before our National Conference, which I'll have a full report on next month. . . . AAHE members' names are in **bold**. . . . Do send me items.

PEOPLE: As I write (late in March), **Jim Renick** is just back from a planning trip to Nigeria, with details now in place for the AAHE Black Caucus-sponsored tour there August 2-16 . . . thirty-four of the forty slots are spoken for, so if this is something you wanted to do, call **Judy Corcillo** here at the office right away. . . . ETS has consolidated a number of activities into an office of Higher Education Assessment, headed by **Nancy Beck**. . . . Though he continues to work from his home in Madison, Wisconsin, **Parker Palmer** serves as senior associate with the AAHE Teaching Initiative . . . hope you liked Parker's piece in the March/April *Change*. . . . **Ernest Lynton,** working out of the Boston area, also is an AAHE senior associate, helping us with the founding of our new Forum on Faculty Roles and Rewards (described on the back page).

HAIL FIPSE: Happy twentieth anniversary to the Fund for the Improvement of Postsecondary Education! Dozens of staff and project directors, former and present, were planning to be at the party in Chicago, Saturday, April 4th, at our National Conference . . . of FIPSE's string of directors, the longest in term of service is the current, **Charles (Buddy) Karelis** . . . new chair of the FIPSE board is **Sarah Dinham** of the University of Arizona (Sarah's other good news is her promotion to full professor) . . . the Fund has a counterpart for the K-12 level, called FIRST, whose new associate director is FIPSE's **Sherrin Marshall**.

ACCREDITORS: With all the controversy about accreditation right now, **Ken Perrin,** the new head of COPA, has come up with figures worth pondering: 15,813 of us volunteered last year for a role in the accreditation process (team member, etc.) — a contribution of professional effort I doubt any governmental scheme could evoke. Also, contrary to the idea that accreditors never say *no*, Ken counts over 200 "adverse" actions taken by the regionals against institutions in the last three years — actions seldom heard about in the past, but that are now more likely to be made public.

Perrin

Blanchard

Barnett

A HERO: Community college faculty have complained for decades about the transfer policies of universities, especially in business fields, where sharp limits on lower-division instruction have been enforced by accreditors. In 1987, **Bryan Blanchard,** then a third-level administrator, decided to take up arms against a sea of transfer rules that seemed beyond change — restrictions enforced by the big "B schools" and the AACSB. Lo and behold, countless hours of fact-finding, brief-writing, and testimony later, following shuttle diplomacy between AACSB and AACJC worthy of a Middle East diplomat, the two organizations, with Blanchard as midwife, brought forth on March 5th a new "Joint Statement on Transfer" that substantially resolves matters, with students the clear winners. If we gave awards here, Bryan would be our man (he's now VPAA at Broome CC).

MORE PEOPLE: EAIR (the closest European equivalent to AAHE) now has a secretariat at the University of Twente in the Netherlands, with **Peter Maassen** serving as executive secretary. . . . Congratulations to **Susan Parr,** president-elect of the University of Puget Sound . . . and to **Robert Hahn,** confirmed in the presidency at Johnson State (VT) . . . and to **Douglas Orr,** who will be inaugurated on the 25th at Warren Wilson (it's in Swannanoa, NC) . . . and **Bob Suzuki,** inaugurated on the 29th at Cal Poly-Pomona. . . . Warren Wilson's big neighbor, UNC-Asheville, was just declared that state's "public liberal arts university," a happy development for new chancellor **Sam Schuman** . . . there seem to be at least thirty colleges around the country claiming status as a "public ivy" or "statewide liberal arts" institution . . . a good model for them is Northeast Missouri State, five years into the role (I was just on a visiting team there). . . . Wittiest, most instructive book of the month: *The Grants World Inside Out* (Illinois) by **Robert Lucas,** of Cal Poly, San Luis Obispo. . . . The saddest note is the death of **Marguerite Ross Barnett,** just 49, less than two years after she assumed the University of Houston presidency. . . . Keep well yourself, see you next month. ■

ANNOUNCING

Director Sought for New Forum on Faculty Roles and Rewards (Maybe!)

Colleges and universities as well as scholarly societies are beginning to reexamine not only the priorities faculty should give to teaching, research, and service, but deeper issues about how faculty obligations as professors and scholars should be defined. Most of these reexaminations open up new questions about how performance can be evaluated and rewarded — How can teaching be peer reviewed? How can we evaluate and reward activities such as working with schools? academic departments for their contribution to institutional goals?

To lend status, direction, and practical guidance to these encouraging developments, AAHE is establishing a new Forum on Faculty Roles and Rewards. This forum will operate much like the AAHE Assessment Forum — through an annual national conference serving as hub event for year-round efforts to identify, develop, and disseminate important ideas. The first such conference will be held in January 1993.

AAHE is now seeking a full-time director, to start September 1, 1992, or as soon thereafter as possible.

While we are open to candidates with other sorts of backgrounds, our "image" of the director is informed by successful previous searches for analogous programs (i.e., Assessment Forum, Teaching Initiative) — (1) a talented faculty member (2) with some organizational experience, e.g., chairing a department or running a complex project, (3) who can arrange a two- or three-year leave of absence from campus.

The forum's director must be capable of organizing a large national conference. But even more to the point, she or he must be capable of thinking, writing, and speaking about the substantive issues at stake. While prior involvement in issues of faculty roles and rewards is not a requirement, we are looking for someone who could quickly acquire the expertise to make him or her a valued resource to others in the field.

Candidates may submit their own name, or suggest the names of others. Interested candidates should send a letter of interest and a resume to Jessica Holmes, director of administration, at AAHE. The letter should identify three references, but no references will be contacted without permission.

A final, crucial note. Financing for the new forum and its directorship is not assured. In June, our first possible source of funding will reply to our proposal. If this word is negative, the launch of the forum will be delayed six months to a year, as we seek support elsewhere. ■

AMERICAN ASSOCIATION FOR HIGHER EDUCATION

AAHE members receive free the *AAHE Bulletin* (ten issues/year) and *Change* magazine (six issues/year); significant discounts on conference registration; special rates on selected non-AAHE subscriptions; Hertz car rental discounts; and more. To join, complete this form and send it to AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110.

Membership *(choose one)*
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Retired: ☐ 1 yr, $45 Student: ☐ 1 yr, $45
(For all categories, add $8/year for membership outside the U.S.)

Caucuses *(you must be an AAHE member; choose same number of years as new membership above)*

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Asian/Pacific American:	☐ 1 yr, $15	☐ 2 yrs, $30	☐ 3 yrs, $45
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Hispanic:	☐ 1 yr, $25	☐ 2 yrs, $50	☐ 3 yrs, $75
Lesbian/Gay:	☐ 1 yr, $10	☐ 2 yrs, $20	☐ 3 yrs, $30

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20 QUESTIONS THAT DEANS SHOULD ASK THEIR MATHEMATICS DEPARTMENT

by Lynn Arthur Steen

STRATEGIC COMMUNICATION

More Critical Than Ever in Hard Times

by Carol Halstead and John Ross

A CONTINUING CONVERSATION ABOUT PROFESSIONAL SERVICE

by Sandra Elman and Sue Marx Smock

MAY/1992 VOLUME 44/NUMBER 9

BULLETIN

In this issue:

After months spent in preparations, our annual National Conference on Higher Education, once it finally comes, seems to rush by — a jumble of new faces, handshakes, scribbled notes, and camera flashes, four days that are exhausting and exhilarating at the same time. Only afterwards, when I listen to the session audiotapes, do I get a coherent sense of the conference's substance.

Our reporting from the 1992 National Conference begins in this issue, with Ted's *Bulletin Board* on page 15, and it will continue into the June *Bulletin*, which will be devoted to the words and images of "Reclaiming the Public Trust." If you weren't in Chicago, two of this month's authors were, and their articles give you a taste of what you missed.

On April 7 in Chicago, Lynn Arthur Steen, with Lida G. Barrett and John Thorpe, presented "Mathematics's New Mission: To Be a Pump, Not a Filter." Here, in "20 Questions That Deans Should Ask Their Mathematics Department," beginning on the next page, Steen addresses the same theme in a different way. Barrett, senior advisor for precollege education at the National Science Foundation, provided the material for the box on page 6.

Sandra Elman's conference workshop "Evaluating and Rewarding Faculty for Professional Public Service" drew a crowd on April 5. In this issue, she and coauthor Sue Marx Smock treat the topic in "A Continuing Conversation About Professional Service."

Most conference sessions, including Steen and Barrett's, are on audiotape and available for purchase. Call AAHE and we'll send you a session list and order form. ***—BP***

P.S. Don't neglect to vote in this month's AAHE Board of Directors election. If your membership is current as of April 30, you should receive a ballot sometime this month. You will elect four new directors to four-year terms, including the vice chair, who will be chair of the Board in 1994-95. To be counted, your ballot must be *postmarked by May 31*. Make your voice heard! Vote.

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7 Strategic Communication: More Critical Than Ever in Hard Times/*by Carol Halstead and John Ross*

10 A Continuing Conversation About Professional Service/*by Sandra E. Elman and Sue Marx Smock*

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Editor: Theodore J. Marchese
Managing Editor: Bry Pollack

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20 QUESTIONS THAT DEANS SHOULD ASK THEIR MATHEMATICS DEPARTMENT

(Or, that a sharp department will ask itself.)

by Lynn Arthur Steen

Mathematics has been described as an "invisible culture," one that exercises profound influence on all aspects of society — from engineering to economics, from strategic planning to political polls. Yet it is shunned by many adults, avoided even on campuses, where students, faculty, and administrators will expend great energies arguing about multiculturalism and politically correct curricula while ignoring the less glamorous yet equally important educational policy issues surrounding the university's mathematics curriculum.

Make no mistake about it: The learning of mathematics entails profound sociopolitical consequences. Success or failure in mathematics determines access to courses and curricula that lead to positions of influence in society. The increasing role of technology in the world of work amplifies the already strong signal sent by the scientific revolution that the language of mathematics is an essential component of literacy for our age.

At its best, education can be the equalizer of socioeconomic differences. Yet more than any other subject, mathematics serves as a filter, enhancing or blocking access to professional careers in a manner that has disproportionately negative consequences for women and minorities. When students drop out of college for academic reasons, the culprit is often mathematics — not just because of one poor grade, but because failure in mathematics prevents further progress in so many other subjects.

For years, educators assumed that this was just in the nature of things — that mathematics learning was the result of genetic and cultural factors that predisposed certain people to success and others to failure. This belief endured — and still persists — despite significant evidence that it simply is not true. The record of many small colleges (especially women's colleges and historically black colleges), the success of special intervention programs at various universities, and evidence from educational research make it clear: For the learning of mathematics, the traditional lecture style is effective only for students who arrive with uncommon levels of motivation and persistence; most students learn better with more active, varied modes of instruction; and virtually all students can succeed in mathematics provided they are placed in and supported by an appropriate community of learning.

Lynn Arthur Steen is professor of mathematics at St. Olaf College, Northfield, MN 55057.

There is no longer any excuse for excessive failure rates in college mathematics. Examples abound of ways to improve success rates for all students, even for those with poor mathematics preparation. Although effective programs might appear initially to cost more than ineffective ones, the benefits of success — in reduced repetition of courses, in improved retention and graduation rates, in increased opportunities for students — far outweigh the visible costs of these programs. In some cases, effective programs can actually be less expensive overall.

Asking Is the First Step

Deans and provosts who wish to improve mathematics education on their campus need to recognize two realities:

- Mathematics *can* be learned by most students.
- The cost of failure is often higher than the cost of success.

Armed with these convictions, they can begin the process of self-renewal by posing to their mathematics department a series of critical yet frequently unasked questions:

ABOUT STUDENTS

Who are your students? Does the department know, systematically and in useful detail, who its students are and why they are in its courses? Students who enroll in college mathematics courses arrive with amazing mixtures of aspirations and anxieties, often exaggerated, always intensely personal; student attitudes toward mathematics frequently have more influence on

performance than do remembered skills or school-based learning. A first step toward improved success is a good, up-to-date understanding of the preparation and motivations of the students.

Are you committed to teaching the students you have? It is all too easy for faculty to covet students who fit an imagined mold of young scholars created in the faculty's image, or to treat every first-year student as a potential mathematics major. Instead, the department's priorities should match the actual student population. Instructional practice based on false assumptions yields disillusionment for both students and faculty. Effective instruction harmonizes the goals of the institution with the expectations of its students.

Do you believe that your department should educate all students? More concretely, does the faculty believe that all students can learn mathematics? Does the department offer appropriate and appealing courses that meet the needs of all students who enroll in the institution? Does the faculty apply as much creative energy to improving the most elementary courses (those often termed "developmental" or, more derisively, "remedial") as it does to the advanced? In fact, the "simple" courses might be the most important in the long run: Most mathematics used in the world, after all, is just simple school mathematics applied in unusual contexts.

Do you have explicit goals for increasing the number of students from underrepresented groups who succeed with mathematics courses? Vague intentions without explicit goals are too easily ignored. There are precious few departments of mathematics in the country whose record of success with black, Hispanic, and other underrepresented groups could not be significantly improved. Any goal must be specific to the institution, but surely one aspiration must be that mathematics becomes a pump rather than a filter for students who have been traditionally underrepresented in the professional fields that build upon college-level mathematics.

A small increase in the percentage of students who complete mathematics courses with a well-earned sense of accomplishment can translate into higher graduation rates in many disciplines that depend on mathematics. Conversely, any decline in the success rate in first-level mathematics courses cascades into even higher drop-out rates by students who find themselves lacking prerequisites for key courses in their majors.

What do your students achieve? More specifically, how does the department know what its students have really accomplished? End-of-term exams generally reveal only short-lived mastery of procedural skills. Does the faculty have any evidence about broader objectives or longer-term learning? Does the faculty ever ask students to solve authentic, open-ended problems, or to write, read, or speak about mathematics? Do courses provide opportunities for students to learn anything other than textbook-based template exercises? To what extent are course grades based on an examination of these broader goals of mathematics education?

Do you know what happens to students after they leave your courses? Do students who take mathematics courses go on to use their mathematics in subsequent courses? What mathematics? How well? What about students who drop out or fail: Have they given up on mathematics, or do they return and succeed in subsequent courses? Do students who receive good grades find that what they learned serves them well in subsequent courses? Does the department have a mechanism for adjusting curricular emphases based on feedback from students who have taken its courses?

ABOUT CURRICULUM

Do your departmental objectives support institutional goals? Despite variations in rhetoric, widely shared goals for mathematics education are entirely consistent with broad goals of higher education: to develop students' capabilities for critical thinking, for creative problem solving, for analytic reasoning, and for communicating effectively about quantitative ideas. Yet the implicit objectives of many mathematics departments, as inferred from curricula, exams, and student performance, are often focused on mastering relatively sophisticated yet intellectually limited procedural skills. Departments must express for themselves — and even more so, for their students — how their course objectives advance their institution's educational goals.

Do your courses reflect current mathematics? Since mathematics is such an old subject, it is all too easy for its curriculum to become ossified. Strong departments find that they replace or change significantly half of their courses approximately once a decade. As new mathematics is continually created, so mathematics courses must be continually renewed. Does the mathematics curriculum reveal to students a level of innovation and attractiveness that reflects the excitement of contemporary mathematical practice?

Are you aware of the new NCTM *Standards* for school mathematics? More importantly, is the

faculty making plans to provide an appropriate curriculum that builds on the foundation of the National Council of Teachers of Mathematics *Standards*, following their spirit as well as their content? Colleges must be prepared for students arriving with increasingly disparate backgrounds — many from traditional authoritarian, exercise-based courses, but an increasing number of others fresh from an active, project-centered approach that typifies NCTM's new school *Standards*. It would be ironic, indeed tragic, if intransigent college mathematics departments were to hold back reform of school mathematics by refusing to adapt to the new reality of a more diverse and powerful secondary school curriculum. (See Note.)

Are calculators and computers used extensively and effectively? Beginning with placement exams and continuing all the way through senior courses, calculators and computers should be used in every appropriate context. Since the mathematics used in the scientific and business world is fully integrated with calculators and computers, the mathematics taught in college must reflect this reality. Anything less shortchanges students, parents, and taxpayers.

Does your curriculum meet the postgraduation needs of your students? Does the department know what its majors do after graduation? How many take jobs in which they use their mathematics training? How many enter secondary or elementary teaching? What about graduate school — in mathematical sciences, in other sciences — or professional school? Does the students' mathematics education adequately prepare them for those experiences?

How does your program help students see the ways mathematics connects to broad issues of human concern? Specifically, does the mathematics faculty and its courses connect mathematics to student aspirations, to liberal education, to other disciplines? Does the program empower students to think and act mathematically in broad contexts beyond the classroom? Unless this happens, students feel cheated by lack of reward commensurate with the effort required.

ABOUT FACULTY

How does the scholarship of your faculty relate to the teaching mission of your department? Does the faculty subscribe to a narrow view of research or to a broad perspective on scholarship? Traditional standards of mathematical research make direct connections to undergraduate teaching rather difficult, whereas a "reconsidered" view of scholarship opens doors to constructive engagements in which faculty can thrive professionally and students can become junior colleagues. Does the department both expect and support professional development in its varied forms? Is the department committed to offering all of its majors suitable professional, scholarly, research, or internship opportunities?

What steps have you taken to be sure your faculty is well informed about curriculum studies and research on how students learn? Part of the professional responsibility of faculty is to know the scholarship that undergirds college teaching. Everyone has opinions about curriculum and pedagogy, but professionals need to support their opinions with evidence. Since graduate education in mathematics rarely provides any introduction to this arena of scholarship, departments must accept it as part of their responsibilities. Regular faculty seminars on issues of curriculum, teaching, and learning help create an environment of faculty attention to learning that is crucial to student success.

What are your priorities for teaching assignments? In particular, does the department assign its best teachers to beginning courses? Are courses for nonmajors given the same priority as those for majors? Does the faculty prefer students who learn without being taught, or those who challenge teachers to teach effectively? How do rewards reflect the teaching challenges faculty undertake? Is the quality of teaching measured by the good students the faculty attracts to its courses, or by the learning of all students in those courses?

Is your faculty fulfilling its responsibility for the preparation and continuing professional education of teachers? NCTM's new *Standards* for school mathematics include clear expectations for both content and pedagogical style in the mathematical preparation of school teachers at all grade levels. How many members of the mathematics department are familiar with those expectations? To what extent do courses conform to those *Standards*? What steps is the department taking to ensure that all mathematics courses for prospective teachers meet appropriate professional expectations?

How are faculty resources allocated between courses that serve the major and those that serve general education? Typically, 80 percent of the students in a mathematics department are enrolled either in service courses or in general-education courses. Often that 80 percent of students commands only 20 percent of faculty time and energy. Yet it is those students who will go on to be future policy leaders of society — members of boards of education and city councils, editors of local newspapers, leaders of Chambers of Commerce.

ABOUT COSTS

Have you calculated the true cost of the status quo? Courses staffed on the cheap (the "cash cow" approach to funding mathematics departments) result in students repeating courses, failing related science courses, or dropping out of college altogether. Students who succeed in their first college mathematics course are far more likely to succeed in college than those who do not. Cheap courses are not necessarily as cost-effective as they appear.

An Action Plan for Revitalizing Undergraduate Mathematics

In 1988, the National Research Council appointed a Committee on the Mathematical Sciences in the Year 2000, charging it with developing a national agenda for revitalizing mathematical sciences education in U.S. colleges and universities.

In 1991, the committee (which included Prof. Steen) published *Moving Beyond Myths: Revitalizing Undergraduate Mathematics*, in which it laid out an action plan that calls on faculty, departments, colleges and universities, professional societies, regents, state legislators, and the federal government to (1) develop and promulgate effective instructional models, (2) establish and disseminate national guidelines or standards, and (3) build and sustain supportive attitudes and structures.

Here is an excerpt from that action plan . . .

Faculty:

- Learn about learning.
- Think as deeply about how to teach as about what to teach.
- Query unexamined assumptions about education.
- Explore effective alternatives to "lecture and listen."
- Involve students actively in the learning process.
- Emphasize practices known to be effective with minority students.
- Teach future teachers in the ways they will be expected to teach.
- Exploit modern technology fully.
- Teach the students you have, not the ones you wish you had.

Departments:

- Develop effective programs targeting underrepresented groups.
- Adapt tested and proven models.
- Build a team of faculty to carry out experiments.
- Expose all faculty to the results.
- Start a departmental seminar on issues of teaching and learning.
- Assign the best teachers to introductory courses.
- Employ varied instructional approaches: group methods, writing, investigative assignments, laboratory projects.
- Recognize and support the extensive special effort required to introduce computers effectively into the curriculum.
- Use knowledge gleaned from minority projects.
- Sensitize teaching assistants to cultural impacts in the classroom.
- Vigorously recruit women, minorities, and disabled students to pursue careers in mathematics and science.

Colleges and universities:

- Form an institutional task force in response to *Moving Beyond Myths*.
- Work with other institutions of higher education to frame an initial state response.
- Use both responses to stimulate mathematical sciences departmental efforts.
- Provide resources for appropriate experimentation.
- Stimulate use of computers in mathematics teaching.
- Insist that departments mainstream rather than remediate students.
- Emphasize effectiveness in teaching.
- Begin an institutional effort to learn how to evaluate teaching properly.
- Recognize and reward educational innovation.

Copies of *Moving Beyond Myths* are $7.95 each, plus $3.00 for shipping/handling; foreign postage additional. Bulk discounts are available. To order, send check or money order to National Academy Press, 2101 Constitution Avenue NW, Washington, DC 20418; to order by credit card, call toll-free 1-800-624-6242. All orders must be prepaid.

Are you aware that mathematics departments exercise disproportionate influence over an institution's graduation rate? A small increase in the percentage of students who complete mathematics courses with a well-earned sense of accomplishment can translate into higher graduation rates in many disciplines that depend on mathematics. Conversely, any decline in the success rate in first-level mathematics courses cascades into even higher drop-out rates by students who find themselves lacking prerequisites for key courses in their majors.

What resources do you require to achieve your objectives? At the end, this might be the most important question of all. Mathematics cannot be taught successfully without resources adequate to the task. Many mathematics departments also suffer from inefficient distribution of their existing resources. In return for a prudent self-study by a department of mathematics, the institution should be prepared to commit resources to promising new approaches in which the cost of success compares favorably with the cost of failure.

Invest for Success

The spotlight of national attention that has been aimed at mathematics and science education has revealed not only weaknesses in the present system but also outstanding examples of success. Mathematics need not remain a barrier to further education. Investment in programs that make possible increased success in mathematics provides great leverage for any institution that wishes to improve the overall education of its students. ■

Note

The 1989 NCTM publication *Curriculum and Evaluation Standards for School Mathematics* lays out a framework around which curricula should be built. A 1991 companion volume, *The Professional Standards for Teaching Mathematics*, describes how teachers should implement those curricula. Either book is $25; the set is $42.50. To order, call NCTM toll-free 1-800-235-7566.

STRATEGIC COMMUNICATION

More Critical Than Ever in Hard Times

by Carol Halstead and John Ross

Two realities are converging today on college and university communications offices. On one hand, trustees, presidents, and deans, sensing erosions in public trust, see effective public relations as more important than ever, leading them to demand "strategic thinking" in the public relations department. On the other, tight budgets and shrinking staff put the college's PR office on the spot to meet heightened expectations with fewer resources.

A Council for Advancement and Support of Education (CASE) survey, for example, found that 86 percent of college and university presidents affirm that they "must consider the public relations implications of most decisions," and nearly 90 percent agreed that "public relations considerations should be a component of institutional policy making."

Our own informal survey of chief campus communications officers resulted in the same findings. We take as evidence that a sizeable number of our respondents report directly to the president. Walter Harrison, executive director for university relations at the University of Michigan, told us: "Our president, who has strategic control of the institution, fully understands the value and has increased significantly the centrality of public relations in the decision-making process."

Our survey also found that, indeed, many budgets and staffs have decreased over the last five years. The most frequent reason cited was "cutbacks in administrative expenditures." Bob Carman, director of public information and community relations at Lafayette College, summed up the quandary PR offices now find themselves in: "Public relations and communications necessarily operate in an ambiguous environment that seldom yields a quantifiable value at the bottom line. That tension finds expression in many ways — most notably nowadays in the setting of priorities and the allocation of ever scarcer resources."

So how are PR departments doing in such a climate? In that same CASE survey, presidents give high marks to public relations departments in the areas of news release writing, media relations, special events, publications, and crisis management. But they do not rate their PR departments as highly in the broader, more strategic communications areas: explaining the institution's mission and goals to constituencies, marketing the institution, shaping the institution's image, providing counsel, keeping up on external trends and events.

The survey points to a basic contradiction: If PR staff are not effective in conveying the institution's mission and goals to its audiences, yet are perceived to be doing a good job in news release writing, special events, and publications, what *are* they saying in all those news releases? To whom? Have presidents, one wonders, been clear in communicating their expectations to the PR office?

If public relations is truly to take its place in institutional decision making in the 1990s, the entire institution must buy into the notion that *strategic communication* with internal and external audiences will indeed add value, solve problems, and facilitate progress. Presidents and senior administrators must demand strategic thinking about institutional PR, then provide the political and financial support to make it happen. Administrative offices responsible for generating the institution's resources

Carol Halstead is president and John Ross is vice president of College Connections, a consulting firm specializing in institutional relations, at 329 East 82nd Street, New York, NY 10028.

must understand the role and value of the public relations function; public relations officers must think and act in ways that really do help those offices meet goals.

"We need to become more professional in our public relations strategies if we are to assist our universities," Linda Granell, director of communications at the University of California Irvine, told us in our survey. "The traditional public-information press-release strategies won't work in communicating specific goals and priorities to very targeted audiences."

What Is "Strategic Communication"?

All institutions depend on "inputs" of human resources (faculty, students, and staff) and financial resources (tuition, appropriations, grants, gifts). To thrive, colleges and universities need sustaining internal and external environments, and "audiences" that know and support them. Both institutions and their audiences need accurate information and perception on which to base decisions.

Strategic communication builds long term relationships with key audiences. It begins with an identification of the resource inputs most important to the institution and of the nature of the internal and external environments. Next is identification of the individuals and groups who make or influence decisions that control the flow of those resources to the institution and who set the tone for those environments.

Finally, strategic communication provides information to decision makers with the goal of eliciting behaviors more favorable to the institution. It sounds manipulative, almost nefarious, but it isn't. What is a foundation proposal if not a strategic communication?

Now let us return to the standard fare on the public relations menu: news releases, faculty/staff newsletters, alumni magazines, special events, community lecture series . . . these are the tasks at which presidents say PR staff excel. But what messages do these activities communicate? How do public relations staff decide what to write and which faculty should get out on the circuit?

The content of these communications — their key messages and themes — should derive from the institution's strategic or long-range plan. Under president Richard Cyert, Carnegie Mellon University planned to reposition itself as one of the country's premier high-technology institutions. The then-vice president for university relations, R. Keith Moore, developed a public relations strategy that emphasized the university's expertise in technology. Other facets of the institution were not ignored, but Moore, with Cyert's blessing, focused a large share of his communications effort on building the university's reputation in technology.

In the absence of a commitment to tie the substance of communications to institutional strategic planning, public relations staff are forced to make decisions based on level of interest (to themselves or superiors), on genuine news value (which varies greatly, since *The Wall Street Journal* and the hometown newspaper have quite different interests), and on that which is politically important inside the institution. Should a public relations program be geared to the squeaky wheel? Of course not, you'd say, but without strategic communications planning, and support from the top, it often will be.

All but one of our survey respondents, not incidentally, reported having a written plan. With few exceptions, though, PR officers report that they only review their plans annually, which suggests a more budget-driven, rather than day-to-day operational, document. When one takes a close look at the day-to-day activities of PR staffs, it is difficult to link many of their activities — a high volume of "coming events" releases sent to the local paper, for instance — with strategic objectives.

Steps to Strategic Communications

A strategic communications plan should flow from the mission and goals of the institution. It should also directly support the annual objectives of the key administrative offices responsible for generating the resources — tuition, grants, even goodwill — on which the institution depends. Above all, a plan should be realistic and uncomplicated.

How can an institution organize to develop and conduct a strategic communications program? Here are some ideas — ours and our respondents — in nine steps:

1. Make a top-down commitment. The first step is for the president and senior staff to buy into the concept of strategic communications, and to create a plan for its implementation. The plan becomes a tool for setting and reinforcing priorities. Once the plan has been adopted, top leaders have to be willing to back up the communications staff when it says *no* to a project or program that would deflect the plan.

2. Share ownership, but have one leader. The senior public relations officer should lead the strategic communications planning effort. While the success of the plan is based on collegiality, a single individual must oversee the plan's development, implementation, and evaluation. Otherwise, like so many great ideas, the strategic communications plan has no champion and will fade away.

3. Build a team whose success depends on effective communications. Communications planning cannot be done in a vacuum. Most respondents to our survey reported that they involved the directors of admissions and advancement/development in the preparation of their plan. We believe that for a strategic communications plan to be effective, one should assemble a team consisting of the directors of every office and department responsible for generating resources.

Michael DeLuise, assistant vice president for public relations at Hofstra University, put it this way: "The public relations department must consider itself, and be considered by others, part of the university 'team.'"

Functionally, who should be on this team? From the human resources area, include departments of personnel, student services, and academic affairs. From

the financial resources area, involve directors of admissions or enrollment management, athletics, continuing education, development, legislative relations, and sponsored research. Let's call these staff "resource managers."

Public relations staff, the "communicators," include the directors and managers of community relations, public information, media relations, publications, and special events. The smaller the institution, the more likely that several of these hats will be worn by one person.

4. Identify objectives, key publics, and desired behavioral changes. In advance of a first meeting, each member of the team should be provided with a copy of the institution's strategic or long-range plan. Resource managers should identify their office's top three or four objectives for the year; for each objective, they should list the most important decision makers or influencers (audiences) whose behaviors must change if the objectives are to be accomplished. For each audience, a behavioral objective should be set.

What are examples of typical objectives in a plan: The admissions office seeks to generate 10 percent more referrals of prospective students interested in science from high school guidance counselors in primary and secondary markets. The legislative relations office wants state funding for a new research center in economic policy. The personnel office sees a need to decrease the institution's contribution to its benefits program and is concerned about employee reaction. In each case, decision makers and influencers are clearly defined and the desired behavior is articulated.

5. Bring the team together. The first meeting of the planning group is frequently a watershed event. Seldom have resource managers from different offices sat down to discuss their top priorities in the context of a complementary communications strategy. Bringing them together results in a better understanding of everyone's needs and promotes collaborative effort.

"Everyone is involved in where the campus is going," says Susan Cameron, director of public relations at Buena Vista College, in Storm Lake, Iowa. "We have bigger dreams now, and we have to continually set priorities. We have to agree on what those dreams might be."

For the meeting, each manager should prepare a handout defining the objectives and audiences of her or his department, and the kinds of communications that seem to work best with each audience. In sharing this with the group, each includes thoughts on the most effective communications tactics for influencing key audiences.

What tends to happen at this first meeting is that, with all the resource managers sitting at the table with the communicators, suddenly the relationship between the demand for public relations and the available supply of services becomes much clearer to everyone . . . as does the need for priorities.

6. Make a schedule and timeline for all activities. Timing is critical to effective communications. Almost every college has a master publications schedule, but scheduling usually stops there. Thought needs to be given, too, to the most opportune time for other kinds of communications. For instance, what are the action points in the legislature's calendar? When do most of the college's prospective students make decisions to enroll? What is the best moment for announcing benefits-program changes to faculty and staff? Are there times when media are particularly interested in higher education stories? How do all of these schedules overlap?

7. Create communications matrices. After the team meeting, communicators assemble and review the needs of the departments. Two communications matrices should be created: the first addressing messages and themes, the second, communications tactics. List audiences on one axis and key messages on the other; note points of intersection in the grid. Do likewise with audiences on one axis and an annual calendar, divided by month, on the other. Plot the impact periods for communications such as newsletters and magazines, commencement and other special events, admissions mailings, campus visits by prospective students, and so on.

This matrix frequently will suggest economies of scale, i.e., how communications might be combined to meet the needs of more than one audience; a possible need for temporary staff during peak periods; and it might show the times when audiences are being bombarded by more information than they can manage.

8. Write and present a strategic communications plan. Communicators should analyze the matrices, draft an annual schedule of activities for each office represented in the meeting, and meet with that office to fine tune the plan. Then they bring the original group together and present the plan. Resource managers should have additional input. After the meeting, the plan should be put in final form and presented to the president and senior academic and administrative officers.

9. Put the plan to work. Only a very limited number of respondents to our survey reported reviewing their plans more than once a year. Ideally, a strategic communications plan should be reviewed formally each month within the PR department. In addition, each individual portion of the plan should be reviewed monthly with its resource manager. A quarterly summary of activities, a page or two in length, should be provided to the president and senior staff.

Reviewing the plan on a regular and frequent basis, and making mid-course adjustments to it, turns out to be one of the most important parts of strategic communication. It keeps communicators on target. The reviews constitute an ongoing evaluation of the communications program. In the absence of a quantifiable bottom line for public relations, the continuing endorsement of the PR program by the offices that generate resources for the institution underscores the value of the PR program to the institution. ■

A CONTINUING CONVERSATION ABOUT PROFESSIONAL SERVICE

Where do we stand in our efforts to recognize and reward faculty professional service?

by Sandra E. Elman and Sue Marx Smock

Important conversations are going on within higher education concerning its core functions of research, teaching, and service, including a provocative conversation about the manner in which all three functions constitute scholarly work. That academe is talking about service is not new; universities were involved in service-oriented activities before they ever undertook research as we define it today. What is new and significant about the present conversation concerning service is its change in context and its broad and diverse audience of administrators, faculty, even legislators and the public.

In the past, professional service in academe has gotten short shrift. The reasons are multiple, but in part academics were never quite certain what "service" meant and which activities should be included in that category of work. If they could not agree on that, they clearly could not reward service appropriately, much less equitably.

Lately, however, there is widespread interest and increasing resolve, both within academe and without, to alter the status of professional service. Among the contributing factors are these: concern from the public and legislatures over the cost of education, particularly at public universities; recognition of knowledge as a crucial commodity and increasing awareness of the importance of education; questions from academic leaders and organizations about the relative role of instruction in the research university and its impact on education; the redefinition of scholarship and the reexamination of the roles of faculty and the academic institution.

In addition, during the last decade, requests for assistance from state legislatures, government agencies, business and industry, and others have elevated the university's service role to greater prominence. In difficult times, these groups seek the best minds to address society's formidable economic, political, and social policy challenges, and it is faculty who can and do respond. They respond by providing technical assistance, consultation, policy analysis; they do applied research; they teach outside the classroom. They respond by using their academic expertise to apply and disseminate knowledge.

These responses are scholarly work. The import of that work notwithstanding, no one can expect faculty to actively pursue such activities if their institutions do not acknowledge the work's value and reward faculty accordingly.

Sandra E. Elman* (above) *is associate director of the Commission of Institutions of Higher Education, New England Association of Schools and Colleges, Inc., The Sanborn House, 15 High Street, Winchester, MA 01890. Sue Marx Smock is dean of the College of Urban, Labor, and Metropolitan Affairs, Wayne State University, Detroit, MI 48202.

Defining Our Terms

Clearly, as a first step academe needs to define the term "service" and set its parameters. We suggest "service" comprises four distinct categories:

- *Institutional service* — work to maintain the institution. For example, serving on a departmental committee or search committee, or in the university senate. Being a university "citizen."
- *Disciplinary service* — activities for the discipline, usually through a professional or disciplinary association. For example, serving as an officer of the association or on a disciplinary

assessment team, or reviewing articles.

- *Professional or community service* — the scholarly use of one's academic expertise in areas other than the traditional teaching and research. This is the work we address here; a fuller description follows.
- *Private service* — activities totally outside of professional and institutional life, and which should be kept distinctly separate from the rest. For example, working with the local church, Little League, or a political campaign.

In setting professional service apart in this way, we do not mean to imply that disciplinary and institutional service are unimportant. On the contrary, faculty should be encouraged to support their professional organizations and to work for the maintenance of their academic institution; indeed, there should be incentives and rewards for doing so. But we maintain that these activities should be considered separately from the service work we want to focus on in this discussion.

Working definition. In our 1985 monograph *Professional Service and Faculty Rewards: Toward an Integrated Structure*, we set forth a working definition of the term "professional service," a definition that has gained currency of late, due in part to the discussion sparked by the Carnegie report *Scholarship Reconsidered*. "Professional service," we said, "refers exclusively to work that draws upon one's professional expertise and is an outgrowth of one's academic discipline" (Elman and Smock, p. 12).

The definition sets parameters for professional service: It consists of the same scholarly activities as traditional teaching and research, but directed toward a different audience or toward creating a different "product." As we say in our monograph: "In essence, where traditional teaching and research are directed primarily toward contributions to the creation of knowledge, service as defined herein refers to the same contributions directed toward knowledge for society's welfare" (p. 12).

During the last decade, requests for assistance from state legislatures, government agencies, business and industry, and others have elevated the university's service role to greater prominence. In difficult times, these groups seek the best minds to address society's formidable economic, political, and social policy challenges, and it is faculty who can and do respond.

What might that mean?

The traditional function of research, for instance, is to create new knowledge whose quality can be judged by peers. Defined by the sciences and the scientific method, the research also must be reproducible, necessitating a written record containing particular information both for the judging and the reproduction. The refereed journal, with its specialized format, was created for this purpose. (Unfortunately, over the years the published article or book as "product" has become a substitute for the research itself.)

The same research disseminated to a nonacademic audience in an unrefereed journal, a magazine, a monograph, even an oral presentation, usually would be defined as professional service — not because the work is different, it might be exactly the same, but because the audience or the product or both are not the prescribed academic one. The question is, does that make it necessarily any less scholarly?

Let us take teaching. Teaching is for the most part easily defined: instruction in credit courses. In large research universities, teaching often is an activity secondary in importance to research, with faculty ascribing different degrees of "worthiness" to it depending on whether the classes are low-status undergraduate studies or high-status graduate seminars. But its audience is well defined: students taking the course for credit toward a degree.

If the course is noncredit, even in a classroom setting with traditional scheduling and procedures, it is defined as professional service. Again, the work is identical, but the audience is not the prescribed academic one. And again, the question is, does that make it necessarily any less scholarly?

Professional service can, obviously, take other forms as well, such as social intervention demonstration projects or knowledge transfer through consulting, technical assistance, conferences, and workshops. But, in general, professional service is about faculty work that involves scholarly activities. It often involves the creation or integration of knowledge; it certainly involves the application or utilization of knowledge, and the dissemination or transfer of knowledge via teaching.

While each of these three forms of professional service — creation, integration, application, dissemination of knowledge — is slightly different in mode, audience, or intent, they all involve the highly complex skill of transmitting information in such a way that, at the very least, the recipient is able to internalize and use the knowledge. That is truly a scholarly activity.

Constraints to Progress

We have in hand a working definition and some agreement that professional service work is legitimately part of the academic enterprise and worth rewarding. What is next? Much of today's conversation focuses on two questions: What activities within professional service should be rewarded or, put another way, what are the parameters of professional service for defining a

faculty member's expectations? and How are faculty to be more equitably rewarded for such activities? But progress is impeded when discussion invariably returns to the problems and constraints of attempting to institutionalize a reward system that recognizes professional service work. Let us look at some of those constraints:

Institutional self-interest. To some degree, it serves higher education that professional service activities are performed outside the institution. For instance, universities can pay faculty in certain disciplines less than their nonacademic market value knowing those faculty will make up the monetary difference by applying their professional skills elsewhere and receiving compensation. Institutions then are freed from having to deal with many issues that accompany professional work outside academe.

Conservative tradition. American institutions of higher education have grown out of a very old tradition of the European university. Steeped in that tradition, with many unwritten norms, our institutions are slow to change. They are, more than we often realize, conservative enterprises. (Indeed, it is ironic that the public and many politicians are concerned about the "radical" campus.)

Diffuse authority. The distribution of responsibility in academe is very complex, and at times not at all what we presume it to be. Think about a corporate CEO announcing a total management reorganization; now try to imagine a university president trying the same thing. A secular university president simply does not have the prerogative to take such action, even with the concurrence of the governing board. Changing the basic tenets of a university requires consensus.

With this institutional conservatism in mind, other factors become even more constraining:

Lack of common definition. As we mentioned, academe does not yet agree on what "professional service" means or what it should include. Whether the definition is ours or another, consensus is still lacking.

Match with institutional goals. Which type of professional service work is the legitimate domain of the university, especially the public university, is still unresolved. After all, institutions of higher education are not social service agencies, nor should they be consulting companies. Some of us have said that universities should limit their professional service projects to those that contribute to the institution's societal functions of teaching and research; it is the combination of these two core functions that is the unique contribution of higher education. Whether one agrees or not, certainly the issue warrants further discussion.

Lack of evaluation scheme. Beginning with our monograph, we have suggested that the traditional reward structure be used to evaluate professional service; others have agreed with our logic. However, when we propose that the schema now used to document, evaluate, and attribute relative value to forms of research and teaching be used for professional service, objections arise. It seems that inconsistencies acceptable in the traditional criteria and procedures for rewarding research and teaching become unacceptable when purposefully applied in a new area, i.e., professional service; tradition and custom are the reasons offered. But we believe that evaluation of professional service should be no less nor more rigorous than that of research and teaching.

Mobility and disciplinary identification. Faculty and administrators believe that to retain job mobility, they cannot alter the system at their own institution because whatever they do must be acceptable at other institutions. Indeed, any reward system must be acceptable to the discipline as a whole, because an individual faculty member's legitimacy is determined by his or her standing in that discipline. Disciplinary identification is a major reason why we see so little alteration in the reward structure in any one institution . . . but it is the connection with the discipline that, we believe, holds the solution.

A Second Monograph

In 1985, we published *Professional Service and Faculty Rewards: Toward an Integrated Structure*; we are now writing a second, follow-up monograph. One of its purposes is to record the discussion and findings of the Wingspread Conference. Indeed, one focus of this work will be the role that external groups, including professional associations and learned societies, can play in reshaping the reward structure. The monograph will provide strategies and mechanisms that institutional administrators and faculty can use to implement a structure to reward faculty for professional service as well as for teaching and traditional research.

As we write, we would like to incorporate examples of institutions or of colleges, schools, and departments within institutions working on the issue. We are interested in "it hasn't yet worked" tales as well as "success and near-success" stories. We would appreciate your sharing with us as much or as little as you can of what is going on in your institution regarding faculty rewards for professional service.

Please contact either one of us at the address listed or by fax at (617) 729-0924 (Elman) or (313) 577-8800 (Smock).

Future Work

Over years of conducting workshops for faculty and adminis-

trators grappling with the service issue, we have become convinced that efforts to adapt the faculty reward structure to appropriately include professional service activities have to include *all* the actors — not only faculty in a particular institution, but their colleagues and peers sitting in the same disciplinary departments and programs in other institutions.

We all know that faculty, for the most part, have a dual affiliation and identity — with their institution, but also with their discipline. Indeed, it is not uncommon among faculty for the discipline affiliation and identification to be primary. Two forces drive what is and is not valued in a given discipline in a specific university: the norms and values that undergird the disciplinary arena (its ethos), and the norms and culture of the institution itself.

In fact, faculty disciplinary identification is so strong that it became apparent to us that to adapt the faculty reward structure to more equitably reward professional service we would need to tap into those disciplinary arenas. We suggested this strategy in our 1985 monograph, but it was not until this year that we acted on it by designing a conference on professional service for members of disciplinary and professional associations and learned societies.

In January 1992, representatives from a broad spectrum of such groups gathered at the Wingspread Conference Center, in Racine, Wisconsin, to discuss "Reshaping Institutional Cultures and Reward Structures to Enhance Faculty Professional Service."

The convening marked the first time that representatives of professional and disciplinary associations and societies in the humanities, social sciences, physical sciences, and professional fields had gathered to discuss the importance of professional service and the appropriate role professional associations might play in working with their respective constituencies on the issue. Indeed, as far as the attending group could remember, it was the first time that such a wide range of professional and disciplinary association representatives had gathered to discuss any topic.

Any reward system must be acceptable to the discipline as a whole, because an individual faculty member's legitimacy is determined by his or her standing in that discipline. Disciplinary identification is a major reason why we see so little alteration in the reward structure in any one institution . . . but it is the connection with the discipline that, we believe, holds the solution.

One of the aims of the conference was to begin development of an action plan for the associations and societies to pursue. Toward that end, the forty participants focused their discussion on two principal questions: (1) How might the definition of "professional service" be interpreted for each of the individual disciplines? (2) How could the disciplinary associations and societies facilitate the service opportunities of their members?

By the end of the conference it was clear that the participants shared not only intense interest but consensus: that it was important and appropriate for the professional associations to encourage and facilitate faculty professional service. The strength of that conviction culminated in their drafting of a statement containing these key points:

- Recognition of the importance of scholarship-based professional service that serves the public as well as the profession, and that while "disciplines and institutions expect such activities, they often fail to encourage and recognize them."
- Agreement that disciplinary associations could play an important role by developing much-needed guidelines for documenting and evaluating faculty service work.
- Agreement that the professional associations indeed could and should play a more active role in adapting faculty reward structures for professional service.

The interest and intent of the group was so strong that they agreed to hold a small, one-day working session in June 1992, and then plan a second, larger conference the following year.

On your campus, you have numerous opportunities to engage in conversations about professional service — at the institutionwide level, the college/school level, or at the departmental level. There is ample opportunity to explore issues related to faculty and professional service when your institution engages in institutional and programmatic planning, or when it undergoes assessment and examines the nature and intricacies of the teaching-learning process.

Perhaps the best opportunity of all is when your institution engages in self-improvement and quality assurance and undertakes self-study as part of the accreditation process . . . an intensive, introspective process that asks: Are criteria for faculty performance and faculty rewards consistent with the institution's mission and purposes?

Whichever route you choose, we hope you will join this continuing conversation about professional service. ■

Reference

Elman, Sandra E., and Sue Marx Smock. (1985). *Professional Service and Faculty Rewards: Toward an Integrated Structure.* Washington, D.C.: National Association of State Universities and Land-Grant Colleges.

Around the office and in AAHE's special projects.

We Won!

AAHE Bulletin has won a 1992 Distinguished Achievement Award for Article Graphics from the national Educational Press Association of America.

The winning article was "The Budget Drama," in the March 1991 issue, illustrated by David Clark, of Arlington, Virginia.

Attend an AAHE Summer Conference

June — and AAHE's two special-interest conferences — is just around the corner. It's not too late to attend and get the information you need to improve higher education and increase your own effectiveness.

Seventh AAHE Conference on Assessment (June 21-24, 1992, in Miami Beach, FL). The drumbeat for quality improvement and accountability continues, and this year's conference is designed to help you and your campus respond. Hear **Kay McClenney, Dan Seymour, K. Patricia Cross, Alexander Astin,** and many other speakers; attend capstone experiences and book discussions; and network with committed colleagues.

Register by *May 18, 1992*, and save $20. For a copy of the conference preview and registration materials, contact Elizabeth Francis, at AAHE.

Third National Conference on School/College Collaboration (June 28-July 1, in San Diego, CA). Under the theme "Reaching for New Standards: Partnerships Take the Lead," this year's collaboration conference offers many stimulating speakers, including **Lauren Resnick, Samuel Betances,** and **Asa Hilliard,** as well as a full program of concurrent sessions and a special celebration of ten years of Academic Alliances.

Register by *June 15, 1992*, and save $20. Fly to San Diego on Saturday, June 27, and save on airfare; preconference workshops and other events have been scheduled on Saturday. Last month's *Bulletin* contained the preliminary program and registration materials. For additional copies or for more information, contact Nevin Brown, or Kristy Bonanno, at AAHE.

Two New Directors Sought

AAHE has begun searching for two new project directors:

AAHE Assessment Forum. The departure of Barbara Wright next September, after nearly three years as director, does not signal the end of AAHE's involvement in assessment. An eighth AAHE Conference on Assessment has been scheduled for summer 1993. AAHE also will continue to provide leadership, organize special seminars, conduct workshops, and the like. The position of assessment director requires experience with the assessment of student learning and interest in work on the issue at a national level. To receive a copy of the position description, contact Elizabeth Francis, at AAHE.

AAHE Forum on Faculty Roles and Rewards. To lend status, direction, and practical guidance to the current discussion about faculty priorities and the evaluation and reward of faculty work, AAHE is establishing this new special project. Like the AAHE Assessment Forum, it will operate through an annual national conference, as well as undertake year-round efforts to identify, develop, and disseminate important ideas. The position of director requires the ability to organize such a conference and to think, write, and speak about the substantive issues at stake. (Hiring of the director is contingent on funding.) For more about the position, see the April 1992 *Bulletin* or contact Jessica Holmes, at AAHE.

AAHE in Action

Early Registration Deadline. 1992 Assessment Conference. Registration increases $20. *May 18, 1992.*

Discount Hotel Rate Deadline. 1992 School/College Conference. *May 28, 1992.*

Ballot Deadline. 1992 Board of Directors Election. To count, ballots must be postmarked by *May 31, 1992.*

Early Registration Deadline. 1992 School/College Conference. Registration increases $20. *June 5, 1992.*

1992 Assessment Conference. Miami Beach, FL. *June 21-24, 1992.*

1992 School/College Conference. San Diego, CA. *June 28-July 1, 1992.*

Nigeria Educational/Cultural Study Tour. Nigeria, West Africa. Contact Judy Corcillo at AAHE for details. *August 2-16, 1992.*

Africa Bound?

Just a few places are still available for AAHE's educational/cultural study tour of Nigeria, West Africa, happening August 2-16, 1992. Interested? Call Judy Corcillo, at AAHE, immediately.

Sinking Searches

The recent article by W. Clark Hendley ("The Trials of Search," February) was both timely and accurate.

The article is especially helpful when it suggests to search committees that they avoid requesting letters of reference in advance. In my own surveys of top-level and middle-level administrators, I find the majority are dissuaded from applying for positions that require recommendation letters in advance; lots of highly qualified prospects are eliminated this way.

Donald W. Jugenheimer
Professor and Chair, Department of Communications and Speech, Fairleigh Dickinson University

Prof. Jugenheimer himself is a past author, of "How Not to Conduct an Administrative Search" (November 1990).—Eds.

Bulletin Board

by Ted Marchese

News from AAHE's National Conference on Higher Education, "Reclaiming the Public Trust: Costs, Quality, Commitments," April 5-8, in Chicago . . . members' names in **bold.**

IN ATTENDANCE: Conference coordinators **Lou Albert** and **Judy Corcillo** counted 1,650 on hand, down a bit from last year, reflecting recessionary effects that were behind the conference theme . . . with institutional travel budgets pared to the bone, more than a few members paid their own way this time . . . Lou and Judy counted 350 faculty participants and a record 65 undergraduate students in attendance. . . . Twenty institutions sent teams, the largest (22 people) from the Vermont State Colleges. . . . Visitors from 12 foreign countries were on hand, including six rectors from Bulgaria. . . . I was impressed by the energy and engagement the program evoked, with even late-afternoon sessions crowded. . . . There are many to thank, but a special tip of the hat to Board chair **Norman Francis** for his role in building an unusually rich program.

AT THE SESSIONS: The tone of the conference was set by two early sessions, Derek Bok's keynote and a plenary panel led by **Frank Newman,** both of which made cases that the loss of public confidence is real, will outlast the recession, and will prevent return to "business as usual." . . . At the latter, pollster Lou Harris startled many of us with a new poll showing that Americans' confidence in "the people running higher education" had fallen to a 25% approval level, down from 35% in 1990 and 59% two decades earlier (it's little comfort, but the approval ratings of other professions are down, too). . . . The sense that "we need to rethink the ways we do business" seemed to be the opening premise in half the sessions I attended thereafter . . . anything with "TQM" in the title drew huge crowds, testimony to this search for fresh approaches.

SPECIAL EVENTS: The National Conference has always been a "meeting of meetings," with the rich array of people on hand a natural occasion for get-togethers. . . . SUNY's **Joe Flynn** and **Karen Markoe,** organizers of the AAHE National Network of Faculty Senates, had two dozen senate leaders at the conference for a retreat. . . . Again this year AAHE convened faculty members in a "Forum on Exemplary Teaching," with 140 on hand for a much-appreciated program put together by **Pat Hutchings**. . . . **Marcia Mentkowski, Art Chickering, Catherine Marienau,** and **Pat Cross** convened 65 scholars in a "Research Forum" devoted to crafting research agendas around issues of public trust. . . . **Monica Manning,** of the William C. Norris Institute, **Darrell Krueger,** of Winona State, and I hosted 20 leaders from institutions pioneering in Total Quality, with a consortium for practitioners in the works. . . . More than 90 FIPSE staffers and project directors, past and present, came to a 20th anniversary symposium on the Fund, followed by dinner and a party . . . Dennis Keller and **Alison Bernstein** had the idea, **Russ Edgerton, Ken Fischer, Rusty Garth, Dave Justice,** and **Carol Stoel** brought the FIPSE tribute into being. . . . A virtual "who's who" of higher education gathered 50 strong at the Art Institute to roast **Alden Dunham** on the occasion of his recent retirement from the Carnegie Corporation of New York, with **Russ, Frank Newman, Marc Tucker,** and **Greg Anrig** the main organizers. . . . Helped by **Ernest Lynton,** AAHE convened two dozen provosts to vet formation of an AAHE Forum on Faculty Roles and Rewards, a new project that will dig deeply into issues raised by **Ernest Boyer** in *Scholarship Reconsidered*. . . . Our newest action community is the AAHE Community College Network, which aims to hike the participation of two-year-college professionals in the Association . . . it had 50 people on hand for an organizational meeting, now sports a 10-person steering committee.

WITHIN THE CAUCUSES: This was the conference for the AAHE Hispanic Caucus to shine: its 10th anniversary, a record 276 members, it raised the money to put on a smashing keynote reception for the entire conference and stage a classy Tomás Rivera Lecture event . . . all the work of many, but special thanks to chair **Juan Gonzalez** and chair-elect **Jaime Chahin**. . . . **Mel Terrell**'s two-year term as head of the AAHE Black Caucus ends this summer on a high note: an incredible 619 members . . . his successor for the next two years is **Jacqueline Woods,** of the Community College of Philadelphia. . . . One more election result: **Tobin Barrozo** now heads the AAHE Caucus for Asian and Pacific Americans. . . . Nicest touch of the meeting was the diversity breakfast sponsored by *all* the caucuses, featuring remarks by ASU provost **Vernon Lattin** and an award to Middle States' **Howard Simmons**.

BACK TO WASHINGTON: As I write, AAHE's Board was ready to meet in Washington, April 30-May 1, with plans for next year's National Conference on the docket . . . incoming Board chair **Blenda Wilson** leads that process. . . . I'll give you a report next month. ■

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ANNOUNCING

Buy a Book for Spring!

Spring brings renewed energy to make changes, to become more effective, to learn something new, and AAHE offers many titles intended to help you do just that, including these bestsellers:

The Teaching Portfolio: Capturing the Scholarship in Teaching. ($12.95) What might a "teaching portfolio" look like? How might it be used to improve teaching? To evaluate faculty? This monograph suggests one portfolio model, in which faculty assemble a collection of carefully selected "work samples" of performance accompanied by reflective commentary about them. It also includes pointers for getting started, a sampling of campus practice, a bibliography, and eight sample entries.

The Search Committee Handbook: A Guide to Recruiting Administrators. ($8.95) An effective search is more than want ads and interviews. The handbook offers "how to" but never a simple formula. Instead, it views matters of search as problematic and situational; it raises choices and alternatives; it argues for fresh approaches. It helps you *rethink* the conduct of search.

Linking America's Schools and Colleges: Guide to Partnerships & National Directory. ($24.95) What are other campuses doing about collaborating with schools? What results are they getting? How can you tap into that network? This volume offers 200 detailed profiles, plus contact information for 1,200 other college partnerships in place now in all fifty states, targeted at elementary, middle, and secondary levels in all content areas.

Order today. Bulk discounts are available. Orders under $50 must be prepaid by check, charge, or money order; orders over $50 must be accompanied by payment or purchase order. Make checks payable to *AAHE*. Prices include 4th Class postage. Allow 4-6 weeks for delivery.

For descriptions of AAHE's other publications, audiotapes, subscriptions, and other products, see the 1992 AAHE Publications List, which was included with the February issue of *AAHE Bulletin*. To request another copy of the List, or for more information, call AAHE. ■

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AAHE members receive free the *AAHE Bulletin* (ten issues/year) and *Change* magazine (six issues/year); significant discounts on conference registration; special rates on selected non-AAHE subscriptions; Hertz car rental discounts; and more. To join, complete this form and send it to AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110.

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Hispanic:	☐ 1 yr, $25	☐ 2 yrs, $50	☐ 3 yrs, $75
Lesbian/Gay:	☐ 1 yr, $10	☐ 2 yrs, $20	☐ 3 yrs, $30

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JUNE/1992 VOLUME 44/NUMBER 10

B U L L E T I N

AAHE
AMERICAN ASSOCIATION
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1992 NATIONAL CONFERENCE

Seeing Ourselves As Others See Us
with *Wilhelmina Delco, Mel Elfin, Louis Harris, and Clifford Smith*

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The Tomás Rivera Lecture:
Higher Education:
The Cutting Edge
by Henry Cisneros

Reclaiming the Public Trust:
A Look to the Future
by Carol Cartwright

PRESIDENT'S LETTER *by Russell Edgerton* ■ BULLETIN BOARD *by Ted Marchese* ■ CONFERENCE AUDIOTAPES

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JUNE/1992 VOLUME 44/NUMBER 10

In this issue:

As is our tradition, this June issue is devoted to bringing you some of the highlights from the spring National Conference on Higher Education, with the emphasis definitely on "some." The three presentations we've excerpted and adapted here were all plenary sessions. But many other excellent plenary and concurrent sessions also drew crowds and rave reviews. Unfortunately, the *Bulletin*'s space limitations force tough choices.

Which brings up a pertinent question: What should happen to those other presentations? Almost all the sessions at the National Conference are captured on audiotape and available for purchase. (Information about this year's audiotapes is included on page 20.) But should AAHE also publish a conference proceedings? How about a collected papers series, organized by theme, like the AAHE Assessment Forum's *Three Presentations* or a resurrected *Current Issues*?

We don't ask such questions idly. With this issue, the *Bulletin*'s 1991-92 publishing year comes to an end. And, as AAHE President Russ Edgerton describes in his "President's Letter" beginning on page 17, we plan to use the summer hiatus to begin putting in place a regular regimen of self-analysis. How well do the *Bulletin* and AAHE's other publications and products serve your needs and the needs of the Association? As always, we invite your comments; from now on, though, we intend to be a lot more dogged about getting that feedback.

See you in September. Have a good summer. ***—BP***

1992 NATIONAL CONFERENCE

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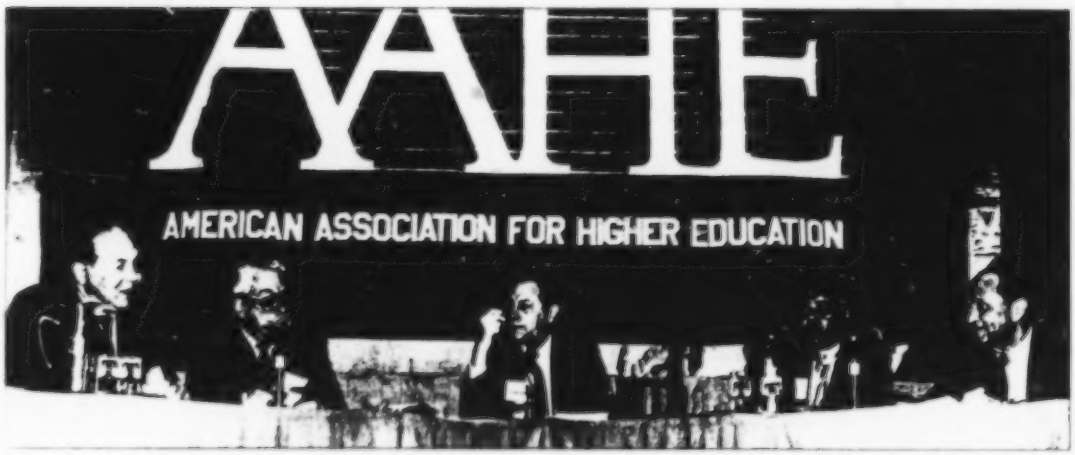
Excerpted and adapted from Session #19
AAHE's National Conference on Higher Education, April 6, 1992

SEEING OURSELVES AS OTHERS SEE US



Photographs by Robert Shivers © 1992

Is the public really more critical of higher education now? Have the attitudes of business leaders, state government leaders, and the national media shifted in any important ways? If so, to what extent are the shifts a function of attitudes toward more general issues such as taxes, and to what extent a function of perceived deficiencies within higher education? If the public's trust in higher education is eroding, what can be done?

Addressing these questions is a panel consisting of *(left to right)* **Clifford V. Smith, Jr.**, president of the General Electric Foundation and previously chancellor of the University of Wisconsin, Milwaukee; **Mel Elfin,** executive editor of "America's Best Colleges" for *U.S. News & World Report*; **Wilhelmina Delco,** speaker pro tempore of the Texas House of Representatives; **Louis Harris,** CEO of the polling firm LH Research; and moderated by **Frank Newman** *(center)*, president of the Education Commission of the States.

HAS THE PUBLIC'S TRUST ERODED?

NEWMAN: Let me start with Lou. Do you see an erosion of public trust?

HARRIS: Frank, you bet I do. For three decades we've been measuring what confidence levels people have in a whole host of societal institutions. When we first began in the 1960s, 61 percent of Americans said they had a great deal of confidence in "the people running higher education." That level has now hit an all-time low of 25 percent. Back in 1990, it was 35 percent, so the drop has been particularly heavy in the past two years.

Having said this, the percentage drop — 59 percent off the 1966 mark — is only the sixth worst. Some of society's other institutions are in deeper trouble: confidence in the people running business, down 80 percent; Congress, down 76 percent; the executive branch of the federal government, 68 percent; the White House, 62 percent; those running health and medicine, down 62 percent; and then higher education, 59 percent; followed closely, Mel, by the press, down 55 percent, and law firms, 54 percent.

America's establishment is in deep trouble, but I warn you, don't take solace from it. Don't think misery loves company. Each has to fight for its own, and if you want status in this society, you've got a long way to go.

ELFIN: Lou, years ago you taught me that people would say they hated the Congress but sort of liked their individual Congressperson. Would the same be true today about colleges?

HARRIS: Mel, you're absolutely right. We've just finished a study about state universities, and we found that 84 percent of people think their state university is an asset to their state.

"We've tried to be all things to everyone, but we simply don't have the competence or the resources to do that. We need to focus on those individual centers of excellence that all of us have in our institutions. We have to make sure that we pay attention to what is the industry call our customer, the student."

Although they might be down on higher education in general, their own is something special. But, having said that — and if I leave you with no other thought today, this next point is critical: The more people know about a particular societal institution, the more critical they are of it.

In other words, there are two levels, I think: For the broad masses, education is still the golden dream . . . the idea of letting all young people in a particular state get an education is viewed as a wonderful thing. But then you've got articulate critics — and I'll put it bluntly — who know where a lot of the bodies are buried. They are the people you've got to confront and deal with.

NEWMAN: Cliff?

SMITH: I came in here as a bit of a contrarian; I wasn't sure that "trust" was the right word — it seemed very strong to me. But, Lou, you've given me some figures to think about. However, let me just say from corporate America, or at least from General Electric, which is pretty large, we still have absolute faith in America's university system. In fact, I think there's a consensus that our research universities are the greatest in the world.

Higher education has always had its critics; however, I would agree there is heightened concern today. I have the feeling that it is brought about by the convergence of two things. One is that these are tough times, people's budgets are being cut; at the same time there's pressure for youngsters to go to college, because we've all told them that without a degree you're not going to make it. So the kids come home from college and their tuition is going up, the prof has cut office hours, the registrar's office doesn't treat them right, on and on and on.

Couple that with what the media has presented . . .

ELFIN: I knew you'd get to that . . .

SMITH: . . . as something that's pervasive among institutions, that is, athletic scandals, indirect costs and research problems, "political correctness" issues, diversity issues, a real lack of understanding about how faculty work. You put all that together, and somebody's got to be the scapegoat. So while the public has some concern, when you really ask people what it is they don't trust anymore, they're hard put to give you a real answer that's not tied to one of these high-profile problems. Meanwhile, the substance of what the institution does is still there, and I think people have faith in it.

NEWMAN: Wilhelmina, let's go with this for a minute.

DELCO: Frank, I come from the country of Bubba and Joe Sixpack, and we have some real concerns. The dream of education has not been fulfilled for a lot of people, a lot of people don't even identify with it.

Say you've planned to work all of your life in an oil refinery or logging camp and those industries shut down, and part of your very limited income is taken to pay taxes to support an institution that you don't identify with? Of course, you're critical of that institution. Then, on top of that, if you really suffer and sacrifice and send your son or daughter to that institution and, with all of the glowing promises made about that, your kid still can't get a job, you start asking for accountability.

There was a time when you did stand in awe of those college professors, in awe of that tower up on the hill, but you come to see them as just ordinary people who in some real sense are ripping you off. They don't work as hard as you do, they don't work as long as you do, and yet they somehow take a big hunk out of the money that you thought should go to paying to support your family.

Yes, I think there's erosion; even worse, I think there's polarization. There's a sense of *us versus them.*

NEWMAN: Mel?

ELFIN: When I went to Syracuse University years ago, the proportion of the population who were college graduates was somewhere about 4 or 5 percent, people who were familiar with the intricate workings of a school. The other 94 . . . 95 . . . 96 percent still held higher education in a little bit of awe.

Now half the secondary school graduates in America go on to some form of higher education, and that makes a difference. They become familiar with higher education; they no longer hold it in awe. That, I think, is one of the key reasons why higher education is in trouble now.

NEWMAN: Mel, let me ask you a particular question about that. One has a sense, having watched the coverage of higher education over quite a few years, that today the media is much more likely to cover higher ed with less respect than it used to, more or less as any other segment of society.

ELFIN: As I walk down the hall at *U.S. News*, I can count two or three people with law degrees, several master's degrees, a Ph.D. We've all been through school. It's an important difference that now we can go in and talk to college presidents — not exactly as equals, since nobody is the equal of a college president . . .

NEWMAN: . . . I agree with that.

ELFIN: . . . but at least we're familiar with the language. We can use the word *paradigm* and therefore hope to gain some respect for ourselves. [The audience laughs.]

SMITH: I want to make a comment about the media, having been chancellor of a university for a while. The media amazes me today. There are always professors on campus who will say outrageous things, there's always something going on. But ever since Watergate, the media have a different mindset, everyone's an investigative reporter. When you have that mindset, it's very easy in a university to find something that makes

good copy. You're vulnerable. You've got to expect it.

ELFIN: Now you've raised the "W" word! I've got to say, not since Watergate have I seen as much defensiveness and stonewalling and attempts to cover up as I have seen lately in the academic world. . . . When a school in Missouri goes to court to prevent a student editor from getting the crime records for the campus, something is going on there!

We media get a sense from higher education: "It's none of your damned business. And even if it is, you don't have a Ph.D. Get out of my life!" One college president who was in trouble last year told his colleagues, essentially, "This, too, shall pass" and "I am not a crook" . . . well, it was exactly Richard Nixon.

DELCO: But it's not just the media, it's the public in general. At one time universities were autonomous, not just in terms of governing themselves but in terms of their support. They got overwhelming support from business; they got overwhelming support from alumni. They were accountable only to themselves. Now more and more universities are dependent upon public funds, and it's those public funds that are subject to the concern and the criticism of the public.

A college degree means less now. There was a time when a college graduate spoke a different language, walked a different way, you were a different person. I remember when I came back after college and started talking street talk, slang, my mother said to me, "I paid all this money, you come home and talk 'college'." There's not that sense anymore.

NEWMAN: Wilhelmina, Mel made the point that the attitudes of people within higher education — how open higher education is, how acknowledging it is of its problems — have contributed to the decline in public trust. From the point of view of the legislature, would you agree with that?

DELCO: I really don't think so. For years in Texas there was plenty of money; all you had to do was ask and it was yours. Now there are competing forces for increasingly limited funds, the society changes. Yet higher education still waltzes in and expects to get its money off the top.

NEWMAN: So you would say that higher education has not adapted to or recognized the new circumstances in which it lives?

DELCO: In some sense that's true. But there's another, internal problem: There isn't unity around the education enterprise. You don't have a lot of the major universities sticking up for the "smalls." You don't have the publics supporting the privates, or vice versa. So it's easy to attack the enterprise by pitting one group against the other. One of the things that higher education groups have to understand is that to get general public support, they have to be supportive of one another.

HARRIS: Frank, I think there's something that has to be faced in this discussion. I want to disagree with Cliff and Wilhelmina, and I'll put it as bluntly as I know how. Higher education has to get its act together and learn how to cope with the outside world . . . even beyond that . . . how to *participate* in the outside world. You've ducked every tough issue since the late 1960s, faculty worst of all. You're like buddahs inspecting each others' navels.

At last night's keynote, Derek Bok gave you admonitions in three different areas. One of them was why in the world aren't you participating in school reform? You're suffering from that! Last year for the National Goals Panel of the National Governors Association we did a nationwide poll of higher educators in which we found just shocking facts — and I don't use the word "shocking" very often: 66 percent say that the level of students coming in has deteriorated over the past ten years, and 49 percent say the retention rate is taking a deep nosedive; yet only 36 percent say there is any move to upgrade the type of student you get. As a result, 56 percent of higher educators admit that universities have lowered their standards to meet the level of the students, rather than elevating the students to meet higher standards. Then we finally get to what Derek Bok talked about: Only 22 percent of the universities and colleges of this country help the schools and their communities with school-based reform.

That's disassociation, that's detachment, right in your own community, where it could help you!

We have a functional illiteracy rate in business of 25 percent, a 40 percent high school dropout rate. . . . Mark my words: If we as a nation don't turn primary and secondary education around — not only to give you students you can educate — do you know what America's going to become? The greatest banana republic the world has ever seen! If we don't wake up and realize education is the heart of our society, and if educators don't take that case to the public and say, "We represent the salvation of this society, and we have the guts to do what it takes to fix it," then you deserve every fate that comes to you!

NEWMAN: Cliff, I think Lou's disagreeing with you.

SMITH: I have to follow *that*? Just a couple of quick points: One, Wilhelmina, in my long time of teaching and being a professor, I don't think I ever ran across anyone who *guaranteed* a student a job if he or she went to a university. Nor did the university, in general, hold out that as a promise; it only said that the opportunity for better jobs would be there.

Two, if we didn't have a tight economic situation, and we could still admit kids to the university without paying more attention to what their grades were and there were still plenty of classes available for them and they weren't complaining, I think

"Now half the secondary school graduates in America go on to some form of higher education, and that makes a difference. They become familiar with higher education; they no longer hold it in awe. That, I think, is one of the key reasons why higher education is in trouble now."

we'd hear very little criticism.

Now I don't know about Texas, I came from Wisconsin, but one of the problems that we need to address, particularly for the state institutions, is legislatures who insist that the universities take all of these kids, yet are unwilling to come up with the resources. It forces the institutions to say, "Alright, you want quality? We can give you quality, but that means enrollment caps." Then we have to deal with all those young people who won't have the opportunity to get an education.

ELLIN: Cliff, the issue here is not resources. Instead, I think the public is beginning to understand how much of the resources that were given to universities was wasted, how badly some universities were run. . . . For example, we've seen a demographic trough coming for twenty years, and yet suddenly college administrators are telling us, "Oh, this suddenly hit us, this demographic trough! Not enough students are coming to college anymore; we're losing tuition!"

Where was the planning in universities that now are suddenly having to downsize? Where was the strategic plan for dealing with kids who are somewhat different? Higher education thinks students are the same as they were when Mark Hopkins sat on one end of the log and the kid sat on the other and the Bible sat in the middle. Kids learn in different ways now.

Colleges didn't take any of this into consideration. They're conservative pedagogically. All the strategic-planning papers in college presidents' offices are a waste because they don't get near where the problems are. There is educational sprawl. It's not so much a question of resources — obviously more is always needed. It's maladministration.

DELCO: Frank, I want to disagree with Cliff, too. Originally colleges were purported to help people become more effective as citizens, and basic training for jobs was done outside of the higher education enterprise. We had apprentice programs; we had businesses taking students in, just on the faith of a college degree, and providing elaborate training programs and educational structures within the businesses. Now businesses themselves are coming forward and saying about college grads, "We expect more."

When you get a college degree, that's supposed to ensure a level of preparation. When students, particularly in first-generation-college homes, go out with that degree and that degree does not translate into a better job, they lose confidence in what this enterprise was supposed to do.

"There isn't unity around the education enterprise. You don't have a lot of the major universities sticking up for the 'smalls.' You don't have the publics supporting the privates, or vice versa. So it's easy to attack the enterprise by pitting one group against the other."

WHAT CAN BE DONE?

NEWMAN: It's one thing to be critical, it's another thing to be constructive. What do you recommend doing about this? Wilhelmina?

DELCO: Colleges and universities have to understand they can no longer operate in splendid isolation. The salvation of this country has to be three-pronged: a partnership of education and business and government. In each instance where there's been that realization and that give-and-take, there has been demonstrated success.

One of this country's big problems is the perception that we are losing the battle of economic competition in the world. Where we have pooled our resources, I think we've made some major steps and some improvements. My recommendation would be to work with the groups that share the goal of improving the quality of life and economic competitiveness — namely, government and business, in connection with education, all along the education spectrum.

HARRIS: I have three suggestions. One is, for heaven's sake, sit down and figure out where your own self-interest as higher educators coincides with society's best interests . . . public education, health, other areas. And then belt one out of the park!

The second has to do with the economy being dominant in everybody's life. I mentioned that just last week we were polling in a particular state in which 84 percent of the respondents said that colleges and universities there (especially state-run institutions) bring the state jobs and growth due to the caliber of the students being educated. That is, the state's labor force is attractive. Also, 72 percent said that faculties in universities attract business to a given area, especially faculties with high-tech know-how. Here are two areas, I think, where your light is under a bushel. A state's economy, however bad it is, would be a heck of a lot worse if it didn't have universities, faculties, students.

My last suggestion is to come out of hiding! Participate in the outside world — other than or in addition to being consultants, where in effect you're exploited. I disagree with Wilhelmina and Cliff, that in bad times everybody looks out for themselves and attacks each other. Quite the opposite: Bad times can produce a sense of community, if you go out and rally people together.

What you should say is, "We'd better stop attacking each other; we'd better start attacking our common problems." When you say that to people, you get a response, like *that*! You can be the leaders in doing it. Why? Because of all people on the face of this earth, academic people can afford to take a macro view of the world. Without that sense of community, society's going down the drain.

NEWMAN: Cliff?

SMITH: If I were back on a campus again, what do I think higher education should do? The first thing is we have to define our mission. We've tried to be all things to all people, but we clearly don't have the competency or the resources to do that.

We need to focus on those individual centers of excellence that all of us have in our institutions. We have to make sure that we pay attention to what we in industry call "our customer," the student.

Second, we have to eliminate waste, just as corporate America has had to do. We have to eliminate bureaucracy, to become more productive, to utilize what GE would call "best practices" — what other places might call TQM — to eliminate duplication, not only duplication within the university but duplication within a system. Make better use of technology. Something industry does, which I don't see universities doing much, is joint venturing — universities sharing their faculties, their capabilities.

Third is something Lou mentioned, and that's communications strategy, if you will. It makes sense to let the public in the area where you live know what you're doing. And last but not least, the university has to accept responsibility for its faults.

NEWMAN: Mel?

ELFIN: Stop being so defensive. Criticize a university these days, and the first answer you expect out of the president's mouth is, "But don't you know we're the envy of the world!" Yes, but so was Detroit at one point. Colleges and universities are one of the last bastions of privilege in America, and you should realize that. There's no heavy lifting; for all the hours you put in, the average American puts in more.

Two, as the kids say on the campus today, get real! What do I mean by that? President Bok last night said the first thing parents ask him is, "How can I get my child to think?" But that's not why students go to college, that's not why parents send their kids to college. People go to college for the reasons that Wilhelmina pointed out, to get credentials. If in the process they learn how to think, that's a welcome by-product. . . . If I were a college president today, I would have a little focus group, where you're sitting behind a one-way mirror, and find out what's really on the kids' minds.

Three, the sky is not falling. For all the criticism from those of us in the media, when I drive to work in the morning, I count the automobiles that have college stickers in the back windows. The draw and attraction of "alma mater" in America is still one of the great phenomena of our country. Most people still look back with nostalgia; if they didn't, they wouldn't go to reunions, they wouldn't walk around the campuses. You're starting from a very strong base of affection. Follow the counsel of my colleagues on this panel and capitalize on that, and the twenty-first century will be a lot better for it.

"If we don't wake up and realize education is the heart of our society, and if educators don't take that case to the public and say, 'We represent the salvation of this society, and we have the guts to do what it takes to fix it,' then you deserve every fate that comes to you!"

NEWMAN: Let me ask all of you one final question, then I want to sum up a bit. I was at a meeting with a group of university presidents a few weeks ago, and one of them said that this was primarily "a public relations problem." Mel, you're an expert of public relations, do you see higher education's problems that way?

ELFIN: No. John Dingell is not a public relations problem. The Justice Department is not a public relations problem. Tuition over $20,000 is not a public relations problem. If you think that your problems are "public relations," you're in *real* trouble.

NEWMAN: Lou?

HARRIS: Absolutely not. There's a writer we often forget who once wrote, "The fault, dear Brutus, lies not in the stars, but with ourselves." If higher education doesn't take that admonition, if you think your problems are something that slick, glossy PR or publications are going to overcome, that's nonsense. You do have to communicate your strengths, to be sure. But in the end, you are what you really are.

NEWMAN: And Wilhelmina.

DELCO: "Public relations" isn't just slick, public pieces. "Public relations" means the perception the public has about your institution and what you ought to do about it. Whether a student or a family or a legislature will respond to an institution depends upon their perception. It's up to you to establish an identity that is more positive than your current one, and then to follow through to make sure that people accept and support what you've defined yourself as being. So, in that sense, public relations *is* a problem.

NEWMAN: Let me close by pointing out a couple of things.

The first is that higher education depends on the belief of the public, the belief that higher education is something special. And we have been treated specially.

We ask for special treatment, and we need special treatment. For higher education institutions to be what society wants them to be, we need autonomy, we need the right to differ with society. We need the right to civilize our young men and women to new and imaginative ideas, even when their parents are troubled by that. But if we want to be more than just another state agency, just another societal institution, we have to act that way; that is to say, we have to model what it is that the public wants and admires.

I've always thought that what's so impressive about higher education is that it represents the spirit of the best in American life. People desperately want us to be the best in American life, something that they can see and aspire to and feel good about. But that means that we have to model that. That's what I take this group to be saying.

Thank you all. We stand adjourned. ■

Note

Session #19 is available for purchase on audiotape. To be sent a listing of all the 1992 National Conference audiotapes and an order form, call AAHE Headquarters at (202) 293-6440. For more about audiotape sales, see page 20 in this issue.

Excerpted and adapted from Session #45
AAHE's National Conference on Higher Education, April 6, 1992

The Tomás Rivera Lecture

HIGHER EDUCATION: THE CUTTING EDGE

by Henry Cisneros

My task today is to share some thoughts with you that walk the bridge between the theme of this conference, "Reclaiming the Public Trust," and some ways I think that can be accomplished. Let me say at the outset that I am not one who believes there is a vast estrangement between the higher education establishment and the general public. Still, a society changes. And the danger is that if colleges and universities do not anticipate these changes, then the goodwill that exists today can erode.

I suspect that more than an erosion of public trust per se, what exists is a sense of the dynamism of the society and the need for institutions to keep pace with change. For we have come *from* a certain kind of society and are moving *to* a different kind of society. Institutions of all kinds that cannot appreciate or manage that transition will soon lose public confidence and trust.

Society in Transition

I'd like to share with you four dimensions along which I believe our society is in transition and rapidly transforming itself.

Knowledge. The first dimension is this: The centrality of knowledge and the way knowledge is processed in our world is changing dramatically. Not long ago, the United States relied on a natural-resources base that fueled the engine of society through industrial production. Knowledge grew, but in manageable increments. The pace of change, if not slow, at least was incremental. There were established tracks for the development of talent to deal with the challenges that confronted the society, and decisions were based on policy made centrally, out of Washington.

Now we are moving to a new kind of society characterized not by natural-resource flows and manufacturing but by flows of *information* that represent massive additions to the knowledge base. Cross-disciplinary knowledge that refuses to be confined in the traditional tracks of knowledge development that dominated in the past. The new knowledge is characterized by new levels of complexity — complexity represented, for example, by arcane financial models beyond the understanding of even the extensively educated. This new knowledge must be applicable in regional and local settings.

Photograph by Robert Shivers, © 1992

Henry Cisneros, now chair of the Cisneros Asset Management Company, served four terms as mayor of San Antonio, Texas. He was named America's Outstanding Mayor in 1986, and received the National League of Cities President's Award in 1989. He holds a doctorate in public administration from George Washington University.

Now, one could argue that many educational institutions have come up short in acknowledging this paradigm change. Many universities have not been able to shift from the narrow disciplines, the specialized subcultures, in which people are trained and teach. When challenged to deal with larger questions, by definition out of their sphere of expertise because they have not been encouraged to think more broadly, postsecondary educators fall back on their credentials as the source of authority. And the university remains a top-down model of knowledge diffusion, instead of adapting to the new rules of the game and becoming more horizontal, more inclusive.

It is obvious that some aspects of higher education will have to be fundamentally reconceptualized. Institutions must become more interdisciplinary. They must encourage their people to broaden beyond specialization through cross-disciplinary training, or team approaches that bring different kinds of professionals together to teach in areas that require broad knowledge. The university must come to see itself not simply as a top-down educational institution but as a knowledge processor, as a problem solver, deeply involved in problems that range from the local and regional to the state level. The university must commit itself to public issues that require

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multidisciplinary approaches.

The problems of the cities, for example, require multiple disciplines. Yes, they require business, finance, public administration, and urban planning; but solving these problems also requires knowledge of human development, social studies, health care. The problems of public education, too, require the kind of multidisciplinary approach I've just described.

Race relations is another area that requires interdisciplinary thinking. My sense is that race is one of the most vexing and difficult problems confronting this society. Race throws down a major challenge to the academy: to bring the disciplines of the heart — poetry, literature, history — a sense of respect across income, generational, and racial lines to bind up the wounds of this country, and create a sense of a new citizen democracy that allows us to undertake a civic dialogue to define our obligations one to another.

So the paradigm is changing. Universities that cannot make the transition will find themselves increasingly marginalized. Clearly, institutions of higher education cannot be expected to be involved in *all* of the problems confronting society at the expense of their educational mission; but at the same time, unless we negotiate the transitions I'm describing, we will find ourselves remote from society and without the support or respect we've traditionally enjoyed.

Organizational models. A second instance where the paradigm is shifting has to do with the very models of organization that we use to build institutions, including institutions of higher education. In the past, respected institutions were automatically granted deference by the society, authority over the educational and intellectual life of the nation. These institutions were bureaucratic in behavior; that is, they acted through channels, assigned people places in an organizational hierarchy, and were characterized by conventional top-down authority.

But things are changing. In the world of business and nonprofits and elsewhere there are new organizational imperatives. A simple way to describe these new organizations is to call them "entrepreneurial." Now, by "entrepreneurial" I don't mean "business-like"; rather, the word means understanding the imperative for decentralization, for smaller units, for responsiveness at the point of contact, for keeping an eye on goals, being innovative and creative, for staying competitive.

Institutions of higher education, as you well know, are finding themselves in an increasingly competitive environment. And universities have frequently been caught up short. They've relied on traditional bureaucracies and top-down structures: deans and officers and departments lock-stepped into promotional tracks that are a hundred years old and too often result in habits of delay, rationalization, and self-protection. They fail to act, to relate to modern realities. But it *is* possible to reorganize, to be responsive and accessible, to inculcate a spirit of service toward students, parents, taxpayers.

> Let me say at the outset that I am not one who believes there is a vast estrangement between the higher education establishment and the general public. Still, a society changes. And the danger is that if colleges and universities do not anticipate these changes, then the goodwill that exists today can erode.

Much of this organizational change can be achieved by encouraging innovation on the part of university staffs. Encouraging innovation means tolerating errors that can be corrected. If people are not free to make mistakes and correct them, no progress on organizational issues can be made.

One of the most important developments in organizational transformation is inclusiveness: to include people who have not been included in the process, to develop talent for the future, to search in new places for people who bring with them a new kind of hunger and raw energy, people who can contribute the kind of freshness that I believe all the institutions in our society require.

The economy. A third dimension of change has to do with institutional economics. We've come *from* a setting in which the economy of our country was very strong. As a result, our state governments had surpluses, and they could support almost unlimited expenditures. Philanthropy was available because companies were doing well, and they frequently chose to support higher education. Now we face a new economic reality: an economy that is increasingly vulnerable, and where there are immense numbers of competitors for scarce dollars.

As a result of the cutbacks in federal funds — a legacy of the last ten years in Washington — the pressure for private funding has grown phenomenally. Business people throw their hands up in despair at the volume of requests now coming across their desks for things that used to be handled by federal, state, or local government. In addition to competing against other sectors for funds, universities now are competing against one another in harsher ways than ever before. Public institutions are now playing the development game with the kind of energy displayed by only the most elite of private institutions in the past.

All this is part of the new economic setting. And universities, unfortunately, are stumbling. Too many have depended upon the largesse of the older economy. As that economy has changed, the thinking on campuses hasn't changed fast enough. Sunk costs in expensive buildings, fixed investments in brick and mortar. False definitions of what constitutes greatness on campuses. We need, for example, a new kind of thinking about facilities: perhaps sharing facilities with the private sector and communities, reaching out to communities, and doing things in ways that speak not to luxury or even comfort, but to a priority on the educational function.

Demographics. A fourth dimension of change is demographics. We've transitioned *from* a society where most of the leadership positions went to white males *to* a society undergoing dramatic transformation. It's no accident that there are 300 cities in this country that have African

Photograph by Robert Shivers © 1992

In Recognition

Henry Cisneros *(right)* receives an appreciation plaque from Juan Gonzalez, the 1992 chair of the AAHE Hispanic Caucus and vice president for student services at California State University, San Bernardino.

This year's other AAHE Hispanic Caucus awards were:

Award for Outstanding Support of Hispanic Issues in Higher Education to Edward Apodaca, vice president for enrollment services at San Francisco State University, and the MALDEF Legal Team (Susan Brown, Norma Cantu, and Al Kaufman).

Award for Outstanding Accomplishments in Higher Education to Paul Roldan, executive director of the Hispanic Housing Development Corporation, Chicago, Ill.

Award for Distinguished Leadership in Higher Education to Manuel Pacheco, president of the University of Arizona.

Note

AAHE and the AAHE Hispanic Caucus wish to thank the Arco Foundation, Ameritech International, the National Hispanic Scholarship Fund, and the University of California at Irvine for their support of the 1992 Tomás Rivera Lecture and the other activities associated with the caucus' tenth anniversary celebration.

American mayors, including the two largest cities in the country, New York City and Los Angeles. Nor is it an accident that the Hispanic population grew by 56 percent in the decade of the 1980s alone. This dramatic increase was exceeded only by that of the Asian American community, which grew by 103 percent in that decade.

These numbers are even more dramatic when we look at what they mean in one locale. Take one of the most diverse states in the country — California. California's population grew by 25 percent in the 1980s, from 23 million to about 30 million people. But the Hispanic population grew by 69 percent; the Asian population grew by 127 percent; the African American population grew at about the average of the state, 25 percent; the white population grew by 13.8 percent. As a result, in this decade California's population will become majority Hispanic, Asian, and African American. Think about it. The largest state in America will have a Hispanic, Asian, and African American majority.

That same pattern of demographic change will reshape Texas and Florida and Illinois and New Jersey and New York and Connecticut and, to lesser degrees but still significantly, Arizona, Colorado, New Mexico, and many other states across this nation. You've also seen the numbers that tell us that by the year 2000, 61 percent of the workforce will be women or minorities; only 39 percent of the actual persons working will be white males.

Again, educational institutions in many cases are caught short in relating to this changing paradigm. Some might say that institutions have gone too far. Some parents, middle class parents, reacting to concerns about minority scholarships, might argue that there's an unfair allocation of scholarships. Some would argue that the political correctness criteria have gone too far.

At the same time, it's clear that the steps most universities are taking to prepare students for this new demographic reality are insufficient. Despite some minority enrollment gains, the American Council on Education tells us, Hispanics and African Americans made little progress in achieving parity with whites in college participation during the 1980s.

Let me give you another example where progress could have been made but hasn't. Let's look again at California — the state in which the *majority* of its people will be Hispanic, Asian, and African American by about the middle of this decade. The University of California system has no senior administrators in central administration. Of the nine chancellors — the presidents of the universities in the California system — zero are Latinos. Of the 21 vice-chancellors, one Latino has just been hired. In the California State University system, there are 20 campus presidents; only one, Tomas Arciniega, at Cal State, Bakersfield, is a Latino. There are 60 vice-presidents in the Cal State system. One is a Latino. At the community-college level, there are 108 CEOs in the California system, of whom 13 are Latino. The story is similar in Texas — a state where 25 percent of high school graduates are Latinos.

What Can Be Done?

Fortunately, there are things universities can do in response to the changes I've described. I've seen some impressive examples. There are places where institutions are working on the pipeline, preparing teachers, preparing persons who can go on to graduate school and become faculty members, and moving young faculty into administrative positions. I must tell you, not enough is being done on these scores for Latinos and African Americans. But it's critical

that this work be done; it must become a much higher priority.

I believe that our country must arrive at a new consensus on matters of race. It's no longer good enough to say as institutions that we will do something about race and equity because the federal government might impose sanctions. It's no longer good enough to say we have to do something out of the goodness of our hearts, because our Judeo-Christian ethic teaches us compassion and charity. We are at a new juncture. What's on the line now is our country's ability to compete, to prosper, even, one would say, for the American way of life as we know it today to survive, in a civic order, in fairness, and in competition with other nations in the world.

An example. I've talked about four different shifts occurring in our society: epistemological, organizational, economic, and demographic. A few institutions of higher education do seem to have understood *all* of these transitions and somehow recognize how to respond without pitting one response against the other. One such institution is Xavier University.

Xavier, located in New Orleans, is 92 percent black; 55 percent of its students are majoring in math and science, and 20 percent of its graduates — *20 percent* — go on to medical or dental schools. How do they do it?

A couple of years ago, *U.S. News & World Report* analyzed the elements of the Xavier model. It struck me that this is one instance, one case, where a lot of the pieces of what I've tried to describe today come together. Let me read some of that report to you:

> Working with students early in their educational careers, Xavier, finding its entering freshmen ill-prepared for the rigors of college-level math and science, began hosting an intensive four-week summer program for eleventh and twelfth graders, using experiments, contests, and group projects to develop students' science problem-solving skills. Younger students get introductory chemistry, biology, and algebra. . . . Xavier's summer session builds students' math and science skills while demonstrating that learning math and science can be fun.
>
> Another key to Xavier's success is the school's academic system — a highly prescriptive regimen of required freshman courses, custom-designed by mathematics and science professors. Traditional textbooks . . . have been scrapped in favor of unbound workbooks that also include detailed learning goals, sample problems, and daily homework assignments. Students are tested constantly as they work methodically through the texts and are required to submit their grades to their academic advisor weekly, steps designed to drill academic discipline into Xavier's students.
>
> Xavier freshmen also put in more time than their counterparts at other colleges and universities. They spend nearly twice as many hours in class in math and science courses, which include remedial instruction to improve the poor reading skills that many students bring to Xavier. What's more, the school has an extensive tutoring program in math and science and a writing center where students can get help with research papers.

Xavier is careful with its money as well; it hasn't put it all into bricks and mortar. What money it does have it pours very precisely into meeting its students' educational objectives:

> Important to Xavier's success is a faculty far removed from the stereotype of ivory-tower academics who disappear after their twice-weekly presentations to huge lecture classes. Xavier's administrators have made it a point to reward professors who are interested as much in teaching as they are in furthering a high-profile research career. The university has created separate teaching and research posts, for example, to allow professors to concentrate on their students. Administrators also place a heavy emphasis on teaching in determining promotions. One result is that professors hold after-hours review sessions, open labs on Saturdays, and often have unlimited office hours. Another is that many of the school's freshman math and science courses are taught by the most senior professors on the faculty (May 28, 1990).

I'm not advocating the specifics of the Xavier model, but more the spirit of what it represents. Xavier understands that our world is changing; that we'll have to do things differently; that we'll have to keep our eye on the fundamental objective, which is educating students from many different backgrounds for the world that they will confront. Xavier has all but eliminated entrance examinations and SAT scores as a criterion for admission because it's committed to working with the students it gets, and *still* producing classes that send 20 percent to medical and dental school and turn out 55 percent of all African American majors in mathematics and science.

These things are possible, but not if we cling to traditional, bureaucratic structures or traditional reward systems. They're not going to be possible unless we view our faculty or administrative jobs as the "mission" they are, as a commitment to the educational process. No matter how ground down we might become by the realities of finances and administration, we must hang onto that sense of idealism if we are to meet the imperatives of our society.

Let me close by recalling the words of Senator Robert Kennedy: the closing lines of a speech in which he expresses a philosophy of life, a philosophy that breathes a sense of optimism, which is part of the American ethic, but also a sense of acceptance of individual responsibility to make that optimism bear fruit. Senator Kennedy said:

> Our future may lie beyond our vision, but it is not entirely beyond our control. It is the shaping impulse of America that it is not fate, nor is it chance, nor is it the irreversible tides of history that determine our destiny as individuals or as a nation. Rather it is reason, and it's principle, and it's the work of our own hands.

Think about it. Not fate, not chance, not the irreversible tides of history, not an economic trajectory already determined, not the inevitable outcome of clashes within our society as demographic wave crashes upon demographic wave. No, he speaks of reason. Principles. Character. And in the final analysis, the work of our own hands and brains.

Let us resolve to think, and work, and extend ourselves, and to give generously of that most precious commodity of all, the human energy that we can bring to bear in dealing with the problems of modern higher education. It's tempting to fall back on one's own experiences, on proven models and formulaic organizational plans. Yet in the final analysis, what we need is heart and soul. Prestige and respect are important, but more important still is to touch lives, touch the future, and save our country. ■

Note

Session #45 is available for purchase on audiotape. To be sent a listing of all the 1992 National Conference audiotapes and an order form, call AAHE Headquarters at (202) 293-6440. For more about audiotape sales, see page 20 in this issue.

CHICAGO 1992

photographs by Robert Shiverts

A Chance to Learn . . . to Be Heard . . . to Network . . .

Harvard's **Derek Bok** *(right)*, with AAHE president **Russell Edgerton,** waits to deliver his Keynote Address.

Rosetta Riley, director of continuous improvement processes at General Motors, on Cadillac's TQM efforts.

Winners of Campus Compact's Howard R. Swearer Student Humanitarian Awards: *(left to right)* **Kerry Ann O'Meara,** of Loyola College (Md.), **Cindy Hooper,** of Morgan State University, **Janine Rhodes,** of Warren Wilson College, **Charlene King,** of Rio Salado Community College, and **Bao Dam,** of Nazareth College of Rochester. The awards were presented by **Frank Newman** *(far left)*, of the Education Commission of the States, after Sunday's Keynote.

Participants at this year's Forum on Exemplary Teaching, **Darlene Hantzis** *(left)*, of Indiana State University, and **Wanda Bellman,** of Black Hills State University.

Above: **Dennis Keller** *(right)*, CEO of DeVry Inc., at the FIPSE Twentieth Anniversary Reunion Symposium and Reception he cosponsored, with lecturer and author **Parker Palmer.** *Left:* FIPSE Symposium panelists **J. Herman Blake** *(far right)*, of Indiana University-Purdue University at Indianapolis, and consultant **Patricia Locke** *(center)*.

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Ten years of AAHE Hispanic Caucus chairs: *(left to right)* **Leonard Valverde,** of the University of Texas at San Antonio, **Sarita Brown,** of the University of Texas at Austin, **Antonio Flores,** of the Michigan Department of Education, **Rodolfo Arevalo,** of Cal State, Stanislaus, **Juan Gonzalez,** of Cal State, San Bernardino, **Laura Rendon,** of Arizona State, **Maria Vallejo,** of Bergen Community College, and **Hector Garza,** of Eastern Michigan University.

Two organizers of the new action community, the AAHE Community College Network, **Robert Gabriner** *(left)*, of City College of San Francisco, and **Diana Kelly,** of Fullerton College.

Catharine Stimpson, of Rutgers.

AAHE Board chair-elect **Blenda Wilson** *(below)*, of the University of Michigan-Dearborn, presides over Tuesday's Town Meeting. **Julie Johnson** *(left)*, of Eastern Michigan University and an executive board member of the AAHE Student Caucus, and **Emmanuel Amobi,** of Virginia State University, among others, speak out.

In the Exhibit Hall, **Juan Gutierrez** *(left)*, with a visitor at his booth for *The Hispanic Outlook in Higher Education.*

All photographs by Robert Ellerbe © 1992

Metropolitan State's **Tobin Barrozo** *(far left)*, chair of the AAHE Asian and Pacific American Caucus, presides at a meeting.

(Left to right): AAHE Board member **Laura Rendon,** of Arizona State, **Jaime Chahin,** of Southwest Texas State University and the 1993 chair of the AAHE Hispanic Caucus, and **Arturo Madrid,** of the Tomás Rivera Center (who on Monday introduced the 1992 Tomás Rivera Lecturer, Henry Cisneros).

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Excerpted and adapted from Session #91, Closing Plenary
AAHE's National Conference on Higher Education, April 7, 1992

RECLAIMING THE PUBLIC TRUST: A LOOK TO THE FUTURE

by Carol A. Cartwright

Today, higher education is under fire from politicians, the public, even other educators. In perspective, it has always been fashionable to criticize curriculum, administrators, faculty, and students. No less a statesman than Thomas Jefferson shocked his fellow trustees at the College of William and Mary in 1779 by reorganizing the curriculum to abolish the chairs of Divinity and Oriental Languages and substitute Law, Government, and the Modern Languages. Jefferson did not expect his decision to be popular, since, in the words of one historian at the time, "Colleges, like so many institutions of the eighteenth century, were out of touch with life."

The fundamental question we've asked ourselves during these meetings is, "Are *we* out of touch with life?"

The Monday morning panel [excerpted on pp. 3-7] was especially helpful in exploring the perceptions not of higher education insiders but of those outside the academy. Some attendees at that session expressed disappointment in what was not said (about diversity, for example), others skepticism about what was. Mindful of the Chinese proverb "From listening comes wisdom," I submit that the session was a special opportunity to *listen*.

In that session, "Seeing Ourselves As Others See Us," two questions were posed for our friends from "real life":

1. Is the public trust eroding?
2. Is the public more critical?

Their answers were *yes* and *yes*. The panelists suggested that we are not dealing just with declining trust and support; in their view of public opinion, we are also now seeing *polarization*. As the gap widens between those who have money, power, privilege, and those who don't, the mistrust deepens and the conversation has a harder, sharper edge.

Mel Elfin, executive editor at *U.S. News & World Report*, reminded us that with more than one half of today's high school graduates headed to college, more people than ever are involved with higher education, more people have information about how we operate, and more people have that much more opportunity to criticize. Coupled with the fact that the media are less in awe of higher education than before, we shouldn't be surprised at the level of public comment and criticism.

Carol A. Cartwright is president of Kent State University and vice chair of the AAHE Board of Directors.

At a 1991 conference sponsored by the Pew Higher Education Research Program and the Western Interstate Commission for Higher Education, legislators described the dilemma they encounter between their "public advocacy of higher education and their practical concern to ensure that state dollars are put to effective use." They spoke of their vulnerability when supporting institutions that are often perceived as "costly and inefficient havens of undisciplined thought, especially as the nation grows more financially strained and more politically wary."[1]

The legislators' perception was that in future years public expectations of higher education will increase, while availability of public funds to fulfill those expectations will dimin-

1. *Policy Perspectives*, March 1992 (Vol. 4, No. 2).

ish. The public's attitude toward its colleges and universities is increasingly characterized by the phrases "Stop whining" and "Just do it."

Elfin and the other panelists also gave us advice worth heeding. For starters, they suggested that we in higher education should

- Be honest; acknowledge that there are real issues facing us.
- Don't stonewall. Don't cover up. Don't run scared.
- Build unity around the enterprise of higher education. Support one another. Rather than the various sectors attacking each other, we should attack common problems.
- Participate in the outside world. Lou Harris says we have "ducked" societal issues since the 1960s.
- Build partnerships of education, business, and government.

. . .

In a year of incredible change, the United States is torn between trying to galvanize enough resources to assist newly emerging democracies abroad and trying to reach into its own communities, where drop-out rates regularly reach double digits, drug use and teenage suicide rise, teenage pregnancy is epidemic, and I haven't even mentioned the environment. Society's bag of problems is bulging, yet the pool of future problem solvers is not. In short, the services of higher education are sorely needed.

Whichever nightmare you choose — collapse of our environment, homelessness, disease, economic breakdown, the failure of social justice — what gives these specters of despair the courage to try to destroy us is the smell of society's own apathy.

It is apathy that stifles the spirit of free inquiry . . . subdues the will of great thinkers . . . submerges the potential of young minds . . . suffocates the creative energies of the scientists, artists, philosophers, and teachers who make their home in The Academy, but who truly deal with "real life." I argue, therefore, that higher education must face these challenges directly, with the optimism and creativity we have proved we possess.

One clear message for me as we consider next steps is that higher education's situation today is not a "communications" problem and will not be solved by public relations. We have before us a more fundamental problem, not just a short-term drop in the resources available to us but a growing sense that higher education is at a watershed point in our history in this nation.

> Concepts of higher education's role within our society continue to grow — sometimes, it seems, exponentially. The list of goals and expectations is ever more complex, in research, education, service. How did the list get so long? What can we be reasonably asked to fulfill in the future?

My belief, corroborated by people whose opinions I respect, is that we are not talking about "business as usual" for higher education when the economy turns around. We are talking about possible and very fundamental changes in *who* we serve, *why* we serve, *how* we serve, and *how* we are accountable to those who pay the bills. Whether you find comfort in believing there was some Golden Age that has passed us by, or prefer to bury your head in the sand, the reality is that for America's institutions of higher education in the 1990s and beyond, it's not going to be "business as usual" again.

Derek Bok in his keynote address to this conference noted that "the galleries are full of critics" and "down in the arena are the doers." We need to convince the public by action, he said, as we have done in the past. We have achieved important goals before — now we need new ones.

In the last fifty years, American higher education has changed more dramatically than perhaps in all its prior history. By 1940, fewer than 5 percent of Americans held degrees. Today, more than a million degrees are granted annually. Higher education has evolved from something available to and desired by the very few, to something practically required — indeed, demanded — by the majority.

Significant changes came out of our experiences in World War II, as government created a new partnership with universities in research to help win the war, and with educational subsidies to those who had fought it. America's commitment to the GI Bill of Rights was a national decision that higher education was a reward for risking life, and an investment that a country plunging ahead into peace wanted to make.

Nearly eight million veterans — many the first generation of their family to do so — attended institutions of their choice, paid for at government expense. They were the vanguard of a revolution in access to higher education, a revolution of enormous gains through succeeding decades as yet unfinished. The public choices made over these years made access a number-one goal, especially for public higher education, a goal that defines *who* we have come to serve.

As to *why* we have been asked to serve, that goal, for public higher education at least, was proclaimed for us by the passage of the Morrill Act. Signed into law 130 years ago this year by Abraham Lincoln, the act granted land to every state, the income from which went to the goal of promoting "the liberal and practical education of the industrial classes in the several pursuits and professions in life." This was our country's attempt to move away from an elite-centered education system

to one that more appropriately reflected the country's concern for its working class, farmers, and growing middle class. It reaffirmed Lincoln's philosophy that, "The legitimate object of government is to do for the people what needs to be done, but which they cannot, by individual effort, do at all, or so well, by themselves."

Concepts of higher education's role within our society continue to grow — sometimes, it seems, exponentially. The list of goals and expectations is ever more complex, in research, education, service. How did the list get so long? What can we be reasonably asked to fulfill in the future? Who should be expected to pay for it?

. . .

It is my conviction that a college or university, public or private, is here by public trust and exists for the public good.

Without the former — without the public's trust and all it implies in terms of both financial and emotional support — most institutions of higher education would exist in a state of siege and with woefully diminished capacities.

Without the latter — without serving the public good consciously, conscientiously, and constantly — most colleges and universities might well deserve the apathy of the public and the atrophy that it would provoke.

We exist because citizens trust us with tax dollars; because students and parents trust us with hard-earned tuition dollars; because foundations and corporate donors trust us with grants and subsidies; because philanthropists trust us with gifts in their lifetimes and bequests in their wills. We exist because the people in the cities and towns we call "home" trust us to be good and productive neighbors. And we are accountable to them all!

That means we must be meticulous in defining our goals. We must set our priorities, then keep them intact, in order, and intelligible to those we ask for support. Blank checks are remnants of another time. Today we must enunciate legitimate needs, if we expect response to those needs. Whenever we must make revisions in programs, faculty, or staff, we must revise with a focused vision of what our specific mission is going to be.

We must also contain costs. This does not mean just turning off the lights when we leave the room; nor does it mean settling for less than fair recompense for the people who serve academe; and it certainly does not mean cutting ourselves off from new things we are capable of. What it does mean is making sure we really need what we buy, making sure we get what we pay for, and making sure we can show the people where the money has gone.

We must be meticulous in defining our goals. We must set our priorities, then keep them intact, in order, and intelligible to those we ask for support. Blank checks are remnants of another time. Today we must enunciate legitimate needs, if we expect response to those needs.

Our institutions of higher education exist *by . . . because of . . . with* . . . public trust, and *for* the public good. And though mission might vary from campus to campus, or from era to era, all our efforts proceed from a shared understanding about the role and value of higher education in the United States. It is those roles and values that are now undergoing critical examination. . . .

Harlan Cleveland reminds us, in a speech entitled "The Leadership of Followers, and Vice Versa," that in today's horizontal society, the traditional modes of leadership — recommendations up, orders down — simply won't work anymore. Nobody can be fully in charge of anything, he says. And I believe him.

The *Leadership Task* for change, then, is to make it clear that people have permission to discuss and debate the issues and make recommendations. The *Leadership Trust* is that people believe something will happen when they get on with the discussion.

Students invest more than money and time in a college education; they trust us with more than their ambitions, their careers, even their dreams. We must reach even deeper than that: to help them discover dreams that they have never imagined and open up options that they have never dared to explore. We must also teach them the joys of taking, as well as the joys of giving; because someone who cannot accept the gifts of life, love, and laughter will never know how important it is to be able to give such gifts. In brief, though most are probably not aware of it, the students who come to us are trusting us with the quality of their lives.

And that affects the quality of all the other lives their lives touch, because John Donne had it right — No woman is an island.

In a recent presentation, Barbara Jordan concluded by quoting Archimedes: "Give me but one firm spot to stand on and I will move the Earth.' You have a firm spot to stand on," she urged. "Your spot is called justice. Stand there and move your community."

Your commitment and belief in developing human talent are firm spots for higher education. Stand there and work together to reclaim the trust of our public.

Note

Session #91 is available for purchase on audiotape. To be sent a listing of all the 1992 National Conference audiotapes and an order form, call AAHE Headquarters at (202) 293-6440. For more about audiotape sales, see page 20 in this issue.

PRESIDENT'S LETTER 1991-92

by Russell Edgerton

It's useful, having just finished a lap around the track, to report on where we are now, and where the starting blocks will be next fall.

This last *AAHE Bulletin* of the academic year offers an occasion to glance back at 1991-92, then forward to the future. We've resisted weighting you down with the numbers-dense, excruciatingly detailed kind of activity wrap-up typical of annual reports. But we do think it's useful, having just finished a lap around the track, to report on where we are now, and where the starting blocks will be next fall.

National Conference on Higher Education

We were pleased with April's National Conference. Attendance was a bit off our previous mark: 1,650, as compared with 1,850 in 1991 and 1,825 in 1990. But from all reports, the quality of the presentations and discussion was high. Excerpts from several plenary sessions are reproduced in this issue; Derek Bok's impressive keynote address will appear in your July/August *Change* magazine.

We always look to our National Conference for evidence of "updrafts" of interest in particular issues. This year, the hot issue was total quality management, "TQM." Our workshop on TQM was sold out long before any others, and the flow of traffic to the sessions we scheduled on TQM was heavy.

At AAHE's Board of Directors meeting in May, we ruminated about this phenomenon but decided against making TQM the theme of next year's National Conference — that would be too much like promoting a fad. But the Board decided that AAHE should definitely reach inside the TQM movement, understand its insights, and translate these in appropriate ways to higher education. Over the next year, AAHE VP Ted Marchese will be taking the lead in bringing the best insights of TQM into next year's National Conference, and especially into our June assessment conference. Ted also will be convening a group of corporate and education leaders in a consortium of institutions who can undertake the hard work of this translation process.

For those of you who turn up your noses at TQM, I urge you to hunt down a Penguin paperback by Andrea Gabor called *The Man Who Discovered Quality*, which is about W. Edwards Deming. When I read it at Ted's suggestion, I was struck by the deep humanism that informs Deming's ideas. He believes in people and rails against management by objectives and other schemes that try to manipulate behavior with extrinsic rewards!

As to the theme of next year's National Conference, our Board discussion focused on the need to reinvent the organization and cultures of our campuses. We talked about how all the constituencies involved in higher education — the public, political leaders, students, faculty, administrators, professional societies — were all in the midst of rethinking their roles and responsibilities. We're not yet sure how this ongoing discussion will come out, but you can

Russell Edgerton is president of AAHE. As always, to comment on the Bulletin*'s content or on Association issues generally, write to Letters, AAHE Bulletin, at AAHE.*

probably sense where it's headed. Watch the September *Bulletin* for the 1993 Call for Proposals.

Publications Program

Our other vehicle for serving AAHE's members, besides the National Conference, is our publications program. Again, as we look back over the year, on the whole we're pleased with the quality of articles we published in *Change* and the *AAHE Bulletin*. Occasionally we learn of their impact. Richard Light, director of Harvard's Assessment Seminar, tells us that the interview he gave in February's *Bulletin* prompted a flood of requests for copies of his second "Findings" report.

Actually feedback like this is rare. Most of the time we really don't know what you think of the books and articles we publish. So this coming year, with some additional help in the editorial area, we hope to introduce various practices — short surveys, and focus-group meetings at our conferences — that will get us into a better, ongoing dialogue with you.

Special Projects

In recent years, AAHE increasingly has become home base for a number of special programs, through which we seek to advance thought and action on particular fronts. We try, only sometimes with success, to bring the fruits of these programs to your attention through our publications and conferences. Here's a rundown on our current slate of special projects:

Assessment. This summer, the AAHE Assessment Forum comes to the end of six years of support from FIPSE. Barbara Wright, the Forum's director since 1990, returns to her faculty position at the University of Connecticut. But we believe that interest in assessment remains strong, and we see a new agenda emerging in the contributions TQM might make to wise practice in assessment. Accordingly, we intend to sponsor at least two more conferences on assessment, and we now have a search for a replacement director in progress.

Teaching. The AAHE Teaching Initiative began with an "R&D agenda" — a point of view that to improve teaching we needed to stimulate a more intellectually interesting conversation about teaching. The direction we are seeking to go is toward a new "middle ground," where there is less talk about teaching in general and more talk about teaching as a "situated act" — teaching a particular idea, like the demand curve, to a particular group of students, with their conceptions and misconceptions about the idea. Pat Hutchings, director of the Teaching Initiative, has been working hard to perfect two vehicles for such conversations: *cases*, which can ground discussion in particular episodes of teaching; and *portfolios*, which enable faculty to display particular acts of teaching and their reflections on those acts.

We do not yet have in hand any really mature prototypes of cases or portfolios. But we are gratified that our efforts seem to be stimulating lots of interest: The *idea* of cases and portfolios is catching on. We've now filled more than fifteen hundred requests for copies of our monograph *The Teaching Portfolio: Capturing the Scholarship in Teaching*. By this time next year, we hope to have some attractive prototypes of both kinds in hand.

Faculty roles. In addition to our work on cases and portfolios, we have stayed in close touch with the work under way around the country to rethink priorities among teaching, research, and service, indeed to revise underlying conceptions of the work faculty do. Ernest Boyer's *Scholarship Reconsidered* has become the best selling special report ever issued by the Carnegie Foundation (more then 20,000 copies ordered). Meanwhile, external pressures to scrutinize faculty workloads and increase productivity are intensifying.

For these reasons, we believe it is timely to begin a new Forum on Faculty Roles and Rewards, analogous to AAHE's Assessment Forum but this time focused on the redefinition of faculty roles, evaluation of performance in those roles, and rewards for performance. A grant proposal is pending and — as you know from the April and May *Bulletins* — a search is under way for a director. I hope we'll be able to announce next fall that this initiative is up and running.

School/college collaboration. Finally, I come to our several initiatives to encourage productive engagements between campuses and schools. The big news this year was that two new impressive colleagues joined our staff. Since November, Kati Haycock, who joined us from the Children's Defense Fund, has been working on a new initiative to mobilize higher education and K-12 leadership for school reform. You'll be hearing much more about Kati's venture next fall. Then in December, Nevin Brown came aboard from NASULGC, the land-grant association, to direct our annual National Conference on School/College Collaboration.

Carol Stoel, who formerly directed that conference, is now giving most of her time to managing, on behalf of the Pew Charitable Trusts, an exciting program of grants and technical assistance to help selected communities integrate their services into comprehensive "Community Compacts for Student Success."

When we initially became involved in the arena of school/college collaboration, I thought of the task as one of offering "services" — as lending the resources of higher education to help the schools. While some of this is needed, I'm ever more convinced that the real task is to reform the way *we* do *our* business — from the way we decide who should be admitted, to how we teach chemistry. (As one teacher put it, "How can I convince my eighth graders to aspire to college when they see their older siblings going to college and revolving out the door six months or a year later?") I also now realize that school folks have as much to offer faculty and administrators on campus as faculty and administrators have to offer school folks.

Increasingly our school/college program is becoming focused on the same agendas our Assessment Forum and Teaching Initiative are focused on — but in behalf of the larger educational enterprise. Within AAHE, whether the topic is improving teaching, developing new indicators of quality, boosting minority achievement, or whatever, the people we are drawing to the table come from both sectors. This, I suspect, is a sign of progress.

Have a good summer!

Bulletin Board

by Ted Marchese

Welcome back for news of AAHE members (names in **bold**) doing interesting things, plus items of note.

PEOPLE: Many cheers for the news that AAHE Board member **Alison Bernstein** will be the new chief of the Ford Foundation's education and culture program (that's $60 million a year). . . . Another admired appointment, that of **Linda Darling-Hammond** to the deanship of Harvard's Graduate School of Education. . . . She's off to Indianapolis: assessment leader **Trudy Banta,** IUPUI's new vice chancellor for planning and institutional improvement. . . . St. Olaf's **Lynn Steen,** author of that "20 Questions" piece in last month's *Bulletin*, heading to Washington for a two-year stint to direct the Mathematical Sciences Education Board. . . . Attention readers: if you enjoyed Board member **Sheila Tobias**'s current article in *Change* on science education reform, you can receive a courtesy copy of her full book *(Revitalizing Undergraduate Science)* by writing the Research Corporation, 6840 East Broadway Blvd., Tucson, AZ 85710 . . . last time we advertised a member freebie here — **Dick Light**'s report from the Harvard Assessment Seminars — 1,800 of you wrote for a copy!

TOTAL QUALITY: This was the spring "TQM" burst upon the higher education scene . . . we saw it at AAHE's National Conference, where TQM sessions were SRO . . . there've been a spate of statewide TQM meetings these past weeks, 380 attended Ohio's confab May 18-19 . . . in April, the NSF awarded $15 million to seven of the largest engineering schools to transform themselves along TQ lines . . . May 1st, 200 universities submitted full applications to IBM to "teach, research, and practice" TQ, the carrot being eight $1 million awards (decisions due October 4th). . . . At its spring meeting last month, our Board resolved that AAHE should assume an active, critical role in the new conversation about TQ, not unlike that we've played in assessment . . . this June 21-24 at the AAHE Assessment Conference in Miami Beach, we'll run eleven sessions on the topic (looking especially at its implications for undergraduate education) . . . also at that conference, on Monday, the 22nd, AAHE and the Norris Institute will hold the founding meeting of an "Academic Quality Consortium," a grouping of the initial practitioners of TQ on campuses.

MORE PEOPLE: Three members took on responsibilities this spring as "system" heads: **Jack Peltason** is the new president of the University of California, **William Farrell** heads New Hampshire's system office, **Katharine Lyall** named president of the University of Wisconsin. . . . Best of luck to several new campus presidents, **Jane Jervis** at Evergreen, **Leslie Cochran** at Youngstown, **John Mangieri** at Arkansas State, **Charles Kane** at Seattle CC, **Gwendolyn Stephenson** at St. Louis CC, **John McCardell** at Middlebury, and **Francis Mertz** at Fairleigh Dickinson. . . . Within the associations, North Carolina's **Dave Dill** assumes the presidency of SCUP this summer (it has 3,000 members now), Nebraska's **Dan Wheeler** is POD's president-elect, **Kathleen McGrory** is the new head of the Society for Values in Higher Education, and Penn State's **Estela Bensimon** steps up for a two-year term as head of AERA's Division J . . . at AERA's April convention, the Distinguished Research Award went to UCLA's **Bob Pace**. . . . An honor to value: **Diane Gillespie,** a four-year veteran of our Forum on Exemplary Teaching, tapped as first winner of the University of Nebraska's Outstanding Teaching and Instructional Creativity Award. . . . AGLS plans a new national award, named in honor of our late Board member **Joseph Katz,** for campus curricular innovations with a national impact . . . deadline is June 15, so call **Beverley Pitts** at Ball State soon, (317) 285-3716.

Bernstein

Mangieri

Banta

IN THE OFFICE: A summer welcome to doctoral candidate **Edwin Gordon** of Cornell, here to work with **Nevin Brown** on our School/College Collaboration conference (June 28-July 1, in San Diego) and related projects. . . . July 1st, read the bylaws, the gavel shall pass, and **Blenda Wilson** succeeds **Norman Francis** as AAHE's Board chair . . . **Carol Cartwright** steps into the chair-elect role. . . . Your Board, believe me, knows the impacts of budget cutbacks, so your dues will not increase next year. . . . I goofed last month in stating that **Jackie Woods** takes over leadership of AAHE's Black Caucus this summer . . . it's *next* summer (which gives **Mel Terrell** another year's work to do!). . . . Enjoy the summer, look me up at our Miami Beach or San Diego conference . . . the *Bulletin* returns in September! ■

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ANNOUNCING

The 1992 National Conference Is On Tape
Order Today!

Each year, most of the sessions at AAHE's National Conference on Higher Education are captured on audiotape and available for purchase, both on site and later by mail. According to AAHE's taping service, the Mobiltape Company, this year's top-selling audiotapes (in order) are:

- #18 (Keynote Address) "Reclaiming the Public Trust" by Derek Bok.
- #29 "TQM: Learning From First Experiences" with Richard D. DeCosmo, John E. Kerrigan, and William L. Pickett, and moderated by Daniel T. Seymour.
- #45 (Tomas Rivera Lecture) "Higher Education: The Cutting Edge" by Henry Cisneros. [Excerpted in this issue.]
- #19 "Seeing Ourselves As Others See Us" with Clifford V. Smith, Jr.; Wilhelmina Delco; Louis Harris; and Mel Elfin; and moderated by Frank Newman. [Excerpted in this issue.]
- #26 "Cadillac, Quality, and the Baldrige Award: A TQM Story" with Rosetta Riley.
- #60 "TQM: Critical Questions, Practitioner Thoughts" with John Harris, Sylvia Westerman, and Michael Williamson, and moderated by Arnold Shore.

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